DOCUMENT RESUME

ED 287 951 UD 025 865

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TITLE	Bending the Twig: The Elementary Years and Dropout Rates in the Chicago Public Schools. A Study of the Elementary School Effects on Dropout Rates for the Class of 1982 with Comparisons with Students Leaving Elementary Schools in 1986 (Class of 1990).
INSTITUTION	Chicago Panel on Public School Policy and Finance, IL.
SPONS AGENCY	Spencer Foundation, Chicago, Ill.
PUB DATE	30 Jul 87
NOTE	118p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Academic Achievement; Board of Education Role; *Dropout Characteristics; Dropout Rate; Economic Factors; Elementary Secondary Education; High Risk Students; Institutional Characteristics; Predictor Variables; Public Schools; *School Effectiveness; *Urban Schools
IDENTIFIERS	*Chicago Public Schools IL

ABSTRACT

This report examines the sending patterns from elementary schools to the high schools of the Chicago Public School District to determine factors which affect whether a child will eventually drop out of high school. The following findings are reported: (1) eventual dropout rates varied significantly among elementary schools; (2) 70% of Chicago elementary schools inadequately prepare their students for high school; (3) the proportion of students reading below normal was the most important predictor of the dropout rate; (4) differences in poverty are directly related to the dropout rate and explain differences in dropout rates by race; (5) retention raised the dropout rate; (6) schools with the lowest dropout rates had the most experienced teachers; (7) academic opportunities for blacks encouraged individual family choices while whites were encouraged to act collectively on neighborhood schools; (8) size and elementary school organization, factors within the control of the board of education, were significantly related to the dropout rate; (9) elementary school performance in Chicago seems to have improved significantly since 1978, indicating that the dropout rate for the class of 1990 may drop to 38 percent. Several recommendations for improvement are made. (Author/PS)

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CHICAGO PANEL ON PUBLIC SCHOOL POLICY AND FINANCE

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BENDING THE TWIG

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A Study of the Elementary School Effects on
Dropout Rates for the Class of 1982
with
Comparisons with Students Leaving
Elementary Schools in 1986 (Class of 1990)

G. Alfred Hess, Jr.
Executive Director

and

James L. Greer
Investigator

July 30, 1987

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Support for this research has been provided by:
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Support for the Chicago Panel is also provided by:

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Chicago Community Trust, Forest Fund, Fry Foundation
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BENDING THE TWIG

THE ELEMENTARY YEARS AND DROPOUT RATES IN THE CHICAGO PUBLIC SCHOOLS

As the twig is bent, so grows the tree.

This study supplements the findings of *Dropouts from the Chicago Public Schools* which was released by the Chicago Panel in April, 1985. The initial study focused on the extent and causes of dropout rates from Chicago's high schools, tracking the high school outcomes of the Classes of 1982, 1983, and 1984. This study chose one of these classes, the Class of 1982, and analyzes its elementary school experiences. For each elementary school, data on reading scores in the third, fifth, and eighth grades, on the number of students leaving eighth grade overage, the percentage of low income students, the racial composition of the students and staff, and information on the years of experience of the teaching staff were collected and analyzed for this study. In this way, a portrait was created of each elementary schools as it was while the high school Class of 1982 was there. Dropout rates, which reflect the eventual high school outcomes of students leaving the eighth grade, were calculated for each individual elementary school in the Chicago Public Schools system.

The questions of this study replicate those of the original *Dropouts from the Chicago Public Schools*: what are the causes of the dropout problem in the Chicago Public Schools and what can be done about the problem? The underlying factors which cause students to leave Chicago high schools do not begin with entrance to high school. The lack of preparedness and the numbers of overage students are products of Chicago's elementary schools. It is in these grades that poor performance is first manifest, and when remedial actions are or are not taken. It is in the elementary schools that retention is used, holding students back for a grade in an effort to improve their educational development. Retention also, however, creates overage students in subsequent years, and overage high school students dropout more frequently than do normal aged students. Other factors which contribute to the dropout rate of high school students--poverty, race, and the experience of the teaching staff--are also present in, and have an effect upon, Chicago's elementary schools; indeed, these factors are amplified in the elementary grades.

Additionally, the sending patterns from elementary schools to the high schools are examined in this report. All elementary schools from which ten or more eighth graders graduated in the Spring of 1978 (381 in all) were included in this study. Thus, the same issues regarding dropouts, included in the Panel's original study, are examined here from the perspective of the elementary schools; these are the issues which set the stage for the student outcomes of the high school Class of 1982.

SUMMARY OF FINDINGS

1. EVENTUAL DROPOUT RATES VARIED SIGNIFICANTLY AMONG ELEMENTARY SCHOOLS.

Some elementary schools in the Chicago Public School system successfully prepared their students for high school work, and *all* of the eighth grade graduates of these schools eventually graduated from a Chicago high school. Other elementary schools failed in this task and *none* of their eighth grade graduates secured a high school diploma. More than 70 elementary schools had an eventual dropout rate exceeding 50%.

2. SEVENTY PERCENT OF CHICAGO ELEMENTARY SCHOOLS INADEQUATELY PREPARE THEIR STUDENTS FOR HIGH SCHOOL.

Different students in the Chicago Public Schools received separate and different treatment in the delivery of educational services. There were three types of elementary schools in the Chicago system. There were the twenty percent which provided high quality educational services and produced successful graduates. Dropout rates at these schools were at or below the national average of 27%. These were considered to be the best elementary schools in the system. In contrast, there were ten percent of the schools which acted as repositories of the most ill-prepared and problem prone students in the system and which produced eventual dropout rates in excess of 54%. Some of these schools were designed specifically for problem students; others simply did not do well with the students they received. More significantly, most elementary schools in Chicago (70%) did not represent either one of these extremes. Rather, these elementary schools just plodded along. *In these schools, lack of preparedness and high rates of eventual dropouts were the norm. A student's chances of academic success largely depended upon in which of these three types of schools he happened to enroll.*

3. THE PROPORTION OF STUDENTS READING BELOW NORMAL WAS THE SINGLE MOST IMPORTANT PREDICTOR OF THE DROPOUT RATE.

This study strongly confirms the findings of *Dropouts from the Chicago Public Schools.* Below normal reading scores are nearly definitional of the dropout rate. Reading below normal is a very good indicator of lack of preparedness for high school. This study gives further credence to the Panel's earlier finding: the inability to do high school work is the strongest predictor of the dropout rate. Reading scores varied dramatically among Chicago's elementary schools. The very best elementary schools had the fewest students reading below normal, while eight of every ten elementary schools had over 40 percent of their eighth grade students reading below normal (the national norm would be 23 percent reading below normal). Indeed, the extensiveness of below normal reading scores is striking: *forty percent of the elementary schools in this study had more than half of their students reading below normal.* The state-mandated School Report Cards now present a comparable statistic, the percent of students reading in the lowest quartile by national norms.

4. DIFFERENCES IN POVERTY ARE DIRECTLY RELATED TO THE DROPOUT RATE AND EXPLAIN DIFFERENCES IN DROPOUT RATES BY RACE.

Race was an important variable in elementary school dropout rates, but primarily racial dropout rates reflect differences in economic levels, which are more significant. The relationship between racial composition of the elementary schools and the dropout rate was a function of the percent low income in schools, which had a different impact on White, Black, and Hispanic schools. Primarily White elementary schools had few students from low income backgrounds, had fewer students with below normal reading scores, and produced proportionately fewer students who became overage. These predominantly White elementary schools produced lower dropout rates. Just the opposite was the case in primarily minority elementary schools. Reflective of the higher levels of low income enrollments, predominantly Black and Hispanic elementary schools produced higher eventual dropout rates.

5. RETENTION RAISED THE DROPOUT RATE.

The Chicago Public School system did not uniformly use its retention policy. Predominantly White schools used retention less frequently than predominantly minority schools. Elementary schools which had very similar reading scores in the third grade had widely different numbers of overage students by the time they reached the eighth grade. Testing the effects of the uneven use of retention showed that holding students back a grade subsequent to the third grade significantly raised the dropout rate. Retention did not diminish, but increased, the dropout rate.

6. SCHOOLS WITH THE LOWEST DROPOUT RATES HAD THE MOST EXPERIENCED TEACHERS.

Those teachers with the highest level of teaching experience (13 years or more in 1977-78) staffed the elementary schools that were the most successful. These teachers with high levels of teaching experience were located in the elementary schools with the fewest number of low income students, the best reading scores and the fewest overage students. Those teachers with less experience were located in elementary schools with significantly higher numbers of low income students. The racial composition of the faculty also matched the racial composition of the student body. The Panel does not endorse the assumption that more years of experience is necessarily the same as higher faculty quality. *It is not clear that higher teacher experience caused better achievement; it may be that better achieving schools attracted the more senior teachers.* However, it would appear that the presence of more experienced teachers then supported the better performance of these schools, creating a reinforcing cycle of desirability and differential performance.

7. ACADEMIC OPPORTUNITIES FOR BLACKS ENCOURAGED INDIVIDUAL FAMILY CHOICES WHILE WHITES WERE ENCOURAGED TO ACT COLLECTIVELY ON NEIGHBORHOOD SCHOOLS.

A differential opportunity structure was created for White and minority students in the Chicago school system. Selective school opportunities for Blacks encouraged individual family choices for the best students to avoid neighborhood high schools. More "limited" opportunities, as perceived by Whites, forced them to collectively focus on improving their neighborhood schools. Elementary schools sent their graduates to as few as one and to as many as thirty-two Chicago public high schools. From minority schools, the best students escaped citywide to elite high schools, while the rest ended up in neighborhood schools with high dropout rates. White students went to more successful neighborhood high schools. The best elementary schools sent their eighth grade graduates to only a few high schools; the worst elementary schools sent their graduates to a wide range of high schools. White students in the best elementary schools in the system had a choice of only a few high schools, if they wished to remain in predominantly White schools. Because of this, their parents had an interest in *collectively* assuring the high quality of these community elementary and high schools. In contrast, inner city minority students, because of the existence of selective high schools with an enhanced curriculum, had a strong interest in *individually* utilizing the educational opportunities of the Chicago Public Schools. The best students from elementary schools which otherwise produced high dropout levels were sent widely throughout the system.

8. SIZE AND ELEMENTARY SCHOOL ORGANIZATION, FACTORS WITHIN THE CONTROL OF THE BOARD OF EDUCATION, WERE SIGNIFICANTLY RELATED TO THE DROPOUT RATE.

Smaller schools had lower dropout rates. Students attending schools with kindergarten through eighth grades (K-8) had better reading scores, fewer overage students, and produced fewer eventual dropouts. These schools were more frequently found in more affluent and more White communities. Minority communities with higher proportions of low income students were more likely to have larger schools and to more frequently utilize middle schools or K-8 schools which were *de facto* middle schools (receiving 7th and 8th graders from neighboring K-6 schools). Dropout rates from middle schools, even after special schools for high risk students were excluded, were higher than those at K-8 schools.

9. ELEMENTARY SCHOOL PERFORMANCE IN CHICAGO SEEMS TO HAVE IMPROVED SIGNIFICANTLY SINCE 1978, INDICATING THAT THE DROPOUT RATE FOR THE CLASS OF 1990 MAY DROP TO 38 PERCENT.

On both median reading scores and the percent reading below normal, the eighth grade class of June 1986 is performing somewhat better than its counterpart in 1978 (the Class of 1982). Median reading scores improved by more than two years at more than 100 schools, and by more than a year at more than 100 others. The percent reading below normal dropped from 47 percent of the 1978 eighth graders to 34 percent for the same grade in 1986. However, the improvement in these scores is diminished by about half, due to differences in test administration and renorming. Calculations based on the percent below normal, the strongest predictor of dropout rates, and the percent low income indicates a decline in the dropout rate by about five percentage points for students leaving elementary schools in June 1986, the high school Class of 1990, from the 43% rate for the Class of 1982.

RECOMMENDATIONS

1. THE CHICAGO BOARD OF EDUCATION MUST MAKE THE ACHIEVEMENT OF NATIONAL NORMS IN READING AND MATH ITS TOP PRIORITY.

Research has clearly shown that low expectations for students by school administrators and teachers leads to low student performance. This study has shown again that low student achievement in elementary school is the primary cause of students eventually dropping out. The Chicago Board of Education must make the achievement of national norms in reading and math its top priority, particularly for the first four grades, and require its administrative leadership to work towards that end. It is particularly important, in order to reduce the dropout rate, to reduce the high numbers of elementary children falling into the lowest quartile nationally.

2. THE CHICAGO BOARD OF EDUCATION SHOULD USE STATE TITLE I FUNDS TO PROVIDE EXTRA ASSISTANCE TO POVERTY IMPACTED SCHOOLS.

Chicago Public Schools with low achieving students have a higher claim on resources than more affluent schools. This is the intent of State Title I legislation. State school reform funding of the *Reading Improvement Program* has been targeted, in Chicago, for the schools with the highest concentrations of low reading students. This use of extraordinary state funds is to be commended. However, there are resources within the Chicago school system which could be further reallocated. State Title I funds are supplied to school districts on the basis of the poverty weighting in the school aid formula. Currently, the Chicago Public Schools uses those funds to provide the same services in low income schools which it provides in more affluent schools out of general revenues. Thus, instead of providing extra support to the most needy students, it just goes to them "on paper." Basic services, to the extent possible, should be provided to all schools out of general revenues, while State Title I funds should provide extra assistance to poverty impacted schools.

3. THE CHICAGO BOARD OF EDUCATION SHOULD WORK OUT AN INCENTIVE PLAN WITH TEACHERS' REPRESENTATIVES TO ATTRACT THE BEST TEACHERS TO THE SCHOOLS WITH THE HIGHEST NEED.

In several cities across the country, most notably Houston, incentives have been established to attract the best teachers to teach in the schools with concentrations of students who need the most help. The current system allows the most experienced teachers to seek out the easiest or most convenient location in school assignment. While the Panel does not equate experience and quality, we believe good teachers can be identified and attracted to schools with the most needy students. Incentives could be monetary, more preparation time, smaller class sizes, mentor teaching positions, or combinations of all. Extraordinary need requires extraordinary effort and extraordinary budget allocations.

4. THE CHICAGO BOARD OF EDUCATION MUST GUARANTEE FUNDING FOR THE NEEDED REMEDIATION EFFORTS TO AVOID RETENTION, IF AT ALL POSSIBLE.

Overage eighth grade leavers drop out at nearly double the rates of normal aged graduates. School reform funding has been used, recently, to provide free summer school and after school tutoring. These, and other remediations included in the Chicago Board's 1985 revision of the promotion policy, are the necessary steps to keep students progressing academicly with their own age cohort. *The Chicago Panel does not support social promotion.* However, the current policy explicitly requires retention of up to 40% of students at current achievement levels, and 23% if Chicago students should match national norms. Retention is currently more applied in predominantly minority schools than in predominantly White schools. The negative sanctions of mandatory retention should be removed from that policy, or, failing that, continue to be ignored by principals and teachers in determining best next steps for students needing extra help. Funding for the extra remediation efforts must be guaranteed by the Board of Education regardless of state funding priorities.

5. THE CHICAGO BOARD OF EDUCATION SHOULD REEXAMINE ITS USE OF MIDDLE SCHOOLS, AND FIND WAYS TO IMPROVE THEIR ACHIEVEMENT.

While there are many confounding factors, it appears clear that students who attend middle schools are more likely to drop out than students who attend either *de facto* middle schools in K-8 facilities or regular Kindergarten through eighth grade schools. The data in this study present correlations between dropout rates and school organization, but it is not clear that the school organization alone causes higher dropout rates.

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IN THE CHICAGO PUBLIC SCHOOLS

Introduction

This study of the role of elementary schools in Chicago in preparing students to do successful high school work is predicated on some of the key findings of *Dropouts from the Chicago Public Schools*, a report released by the Chicago Panel on Public School Finances in April of 1985. The original study determined the extent of the dropout problem within the Chicago Public School system and examined the factors contributing to the city's high dropout rate by tracking the high school outcomes of the Classes of 1982, 1983, and 1984. Among other key findings, there was overwhelming evidence that when Chicago high schools receive students who are well-prepared for high school work, they do a relatively effective job of educating them. There was a clear correlation between the number of students entering high school overage (held back one or more years) and ill-prepared (reading scores below normal) and the eventual dropout rate. Students from low-income backgrounds had a greater than average likelihood of higher retention rates and lower reading scores.

One of the original report's key recommendations on reducing dropout rates in the Chicago Public School system was to focus reform efforts on the elementary schools, where low reading scores and high retention rates originate. This supplementary report, *Bending The Twig: The Elementary Years and Dropout Rates in the Chicago Public Schools*, tracks the elementary school experiences of the students in the Class of 1982. It analyzes the key factors which contributed to high school ill-preparedness.

Recent research on public education indicates that the early schooling years are critical. It is in the elementary grades that a student's capacity to read, write, and solve mathematic problems is fostered. Either students acquire the basic skills necessary to progress normally, or they require extra assistance and encouragement if they are to succeed in school. It is in the elementary grades that remedial instruction can have the most significant impact. It is in the elementary grades that below normal reading capabilities are first manifested and are, or are not, corrected, as is true for all basic educational skills. And it is in the elementary grades that the retention policies of the Chicago Public School system frequently create the potential for future dropouts. (See later statistics on the correlation of dropout rates and overage students.) Thus, "lack of preparedness" begins in the elementary schools. If it is not corrected there, it carries over into the high school years, frequently resulting in dropouts.

Two other factors that affect the percentage of dropouts are the racial census of the individual school and the extent of poverty experienced by its students and their community. In the 1970s, Chicago elementary schools were neighborhood schools that displayed fairly homogeneous racial and socio-economic characteristics. Despite six years under the current Desegregation Plan, this situation has modified only slightly.

In order to assess the educational, socio-economic, and racial components relevant to the subsequent success or failure of the Class of 1982, the Panel collected and analyzed data that in some cases varied in form or extent from that of the original study. Information on individual students was obtained at the elementary and middle school level for those schools with an eighth grade graduating class numbering 10 or more in the 1977-1978 school year. Three hundred and eighty-one out of a total of 450 elementary and middle schools in the Chicago Public School system met this criterion. The remaining schools either graduated less than 10 students in the fall of 1978 or were organized to serve students from kindergarten to grades 3, 6 or 7 (K-3, K-6, or K-7).

For this study, the Chicago Board of Education provided the Panel with extensive information on the elementary grade experiences of students in the 381 schools studied. We analyzed data on reading scores, eventual graduation and dropout rates, the number of overage students, poverty rates, racial composition, and the years of experience of teachers in the specified elementary schools during the 1977-1978 school year.

READING SCORES. Two types of reading scores were collected and analyzed for this study: stanine reading scores and median reading scores. While both types of reading scores allow us to assess overall preparedness, they provide different measures of the academic progress of the Class of 1982. Median reading scores, which indicate the score that half the class exceeds and half the class is below, give only the overall reading level of a whole class. Since they measure the progress of specific classes, they provide a way to directly compare the preparedness of students at each elementary school included in the study. Stanine reading scores, by contrast, measure individual reading levels. They indicate how many students in each elementary school are reading at, below, or above national reading standards. The Panel obtained data on the number of students in each stanine on the eighth grade standardized reading tests, and the median reading scores for members of the Class of 1982 when they were in the third, fifth and eighth grades.

In this study, as in *Dropouts from the Chicago Public Schools*, Stanines 1-3 are considered below normal reading scores, Stanines 4-6 normal reading skills, and Stanines 7-9 above normal reading scores. Because the stanine levels for the Class of 1982 are directly based on individual student preparedness, they are considered a more sensitive measure than median reading scores. (The results of the stanine tests are recorded on Table 1 as Percent Reading Below Normal.) The median reading scores recorded on Table 1 give only the overall profile of a class at the third, fifth, and eighth grade in each school. Data on below normal reading scores tell us precisely how many students in each elementary school are insufficiently prepared to do at least low-average academic work.

The recently instituted Illinois state school report cards use a comparable measure for reporting the proportion of the class in the lowest quartile by national norms; the lowest quartile (25% nationally) approximates Stanines 1-3 (the lowest 23% nationally). Below normal reading levels, whether measured by Stanines 1-3 or the lowest quartile, are much more powerful predictors of the eventual dropout rate than median reading scores.

OVERAGE STUDENTS. The Board of Education also provided the Panel with information on the number of students who were overage by the time they left the eighth grade in each of the 381 elementary schools. In this study, as in the previous study on high school dropouts, students who were 15 or older on December 1st of the year they entered high school are considered overage. Most of these students had been held back one or more years in one of the elementary grades. As was revealed in the high school study, some 60.9% of these overage students eventually drop out of high school, as compared to a 36.5% dropout rate for normal-age, entering freshman.

THE IMPACT OF RACE AND SOCIO-ECONOMIC STATUS ON PREPAREDNESS. The Panel also collected data on the social composition of the elementary schools. An analysis was made of dropout rates compared to the percent of low-income students, as well as the number of White, Black, Hispanic, and Other students for each of the 381 elementary schools. (See Table 1) The statistics on the racial proportions of each school represent the actual composition of the school's student body. The low-income percent figures for each school are less exact. Rather than reflecting the poverty-level status of the students in a given school, the low-income percent figures provide a composite measure for the year 1980, which takes into account the number of families in the community who have incomes under the poverty level and the number of students from AFDC (Aid to Families with Dependent Children) families.

EVENTUAL DROPOUT RATES FOR THE CLASS OF 1982. The Board of Education provided cumulative data on students from the high school Class of 1982 indicating the elementary schools which they had been attending before enrolling in ninth grade, including the number and characteristics of students who eventually dropped out or graduated from high school. These historical data on the 381 elementary schools (those with at least ten who then enrolled as freshmen) allowed the Panel to establish eventual graduation and dropout rates for the eighth grade graduating classes at each elementary school. A quantifiable assessment of the ability of elementary schools to properly prepare their students for success in high school and eventual graduation can be made by examining the eventual dropout rate for each elementary school in the Chicago Public School system for the Class of 1982.

SECTION I: THE OVERALL ELEMENTARY SCHOOL PICTURE

As disclosed in the Panel's original dropout study, 43% of the students leaving eighth grade in 1978 dropped out of a Chicago high school without graduating. High school dropout rates ranged from 11% to 63% of their entering freshmen. The rates, when ascribed back to the elementary schools attended by these students, ranged from zero dropouts (for Solomon and Sutherland Schools) to 100% who dropped out (for Montefiore School). The national average of students dropping out of high school is 27% (U.S. Education Department, 1985). Only 70 of 381 elementary schools had dropout rates at or below the national average: 311 schools had dropout rates above the national average. Ten schools had more than 70% of their students eventually drop out.

Table 1 gives a general profile of the elementary schools which educated the Class of 1982. The table presents a statistical comparison of Chicago elementary schools, grouped by deciles, during the 1977-1978 school year (see Table A-1 in the appendix for a complete listing of all schools). Table 1 contains information on total enrollments, eventual dropout rates, reading scores, and the age, race, and economic status of the graduating eighth graders who became the Class of 1982.

Each of the 381 elementary schools included in this study was ranked by its eventual dropout rate from the Chicago Public School system. Once ranked, these schools were then divided into deciles by dropout rates (that is, elementary schools were grouped into tenths of the total sample). Once these deciles were defined, the additional variables mentioned in the previous paragraph were aggregated (or summed) on the basis of the total number of students within each decile. For example, the dropout rate for each decile is calculated by summing all the students within that decile who left the Chicago Public School system before graduating and dividing this number by the total enrollment of that same decile. All other data present on Table 1 are computed in similar fashion. This form of measurement enables an assessment of the overall elementary school picture in increments small enough to allow for comparisons between schools but large enough to be easily readable and to show general trends.

Table 1: Comparisons of Elementary Schools
by Deciles by Eventual Dropout Rate
Chicago Public Schools, 1977-1978

	ENROLLMENT	DROPOUT RATE	READING BELOW NORMAL	MEDIAN READ SCORE	OVERAGE	LOW INCOME	LIMITED ENGLISH	RACIAL COMPOSITION			
								WHITE	BLACK	HISP	OTHER
DECILE 1	1,773	14.2%	14.1%	8.5	13.0%	9.4%	4.2%	72.8%	19.8%	4.1%	3.9%
DECILE 2	2,082	23.8%	21.4%	7.2	15.6%	13.0%	5.5%	54.8%	35.9%	4.8%	4.5%
DECILE 3	2,514	31.7%	41.1%	7.2	21.7%	35.5%	6.1%	25.6%	65.6%	7.9%	0.9%
DECILE 4	2,896	36.5%	45.8%	6.7	20.2%	32.8%	10.1%	16.3%	65.2%	16.7%	1.8%
DECILE 5	2,890	39.8%	47.5%	5.8	23.1%	46.8%	5.0%	11.2%	80.8%	6.8%	1.3%
DECILE 6	2,949	43.1%	49.0%	6.7	23.9%	47.9%	7.1%	11.9%	77.8%	9.0%	1.4%
DECILE 7	3,098	46.4%	50.0%	6.2	24.7%	47.6%	10.9%	15.6%	67.1%	15.2%	2.7%
DECILE 8	4,335	49.9%	54.0%	6.0	28.8%	55.9%	8.7%	7.8%	72.4%	19.2%	0.6%
DECILE 9	2,623	53.6%	54.8%	6.3	22.0%	54.0%	3.8%	10.6%	77.7%	11.1%	0.5%
DECILE 10	2,719	64.5%	64.0%	3.4	45.3%	39.5%	10.7%	12.9%	63.3%	23.2%	0.7%

A. Striking Contrasts Exist Among the Measurable Indicators of Schooling Success in Chicago Elementary Schools

Table 1 indicates three clearly differentiated classes of schools in the Chicago system:

1) The high-achievement schools (Deciles 1 and 2) have low Dropout Rates (indeed, about half the norm in the Chicago system), low numbers of students Reading Below Normal, a high percentage of White students, and fewer retained or overage students. Their students are qualitatively better prepared for high school work than are students at the lower ranked schools, as indicated by superior reading scores on both the median and stanine (or percent reading below normal) measures;

2) The majority of the elementary schools in Chicago (Deciles 3-9) show significant erosion in reading skills from the top two deciles, a sharply increased dropout rate (up to 53.6% in the ninth Decile from 14.2% in the first Decile), and a significantly greater proportion of low-income and minority students. The percentage of retained (overage) students also increases sharply, doubling in size from the first to the eighth Decile, but declining somewhat in the ninth;

3) Lastly, there are the schools in Decile 10 which are repositories for the most ill-prepared and problem-prone students in the public schools. Some of these schools are designed for at-risk students (e.g., the Educational and Vocational Guidance Centers, EVGCs, and the Living Centers, special schools for pregnant teens) but others are regular elementary schools with atrocious dropout rates.

The inequitable distribution of educational services to students in the elementary grades in the Chicago Public Schools becomes evident from the data on Table 1. The differences which exist between the "cream" of the Chicago schools and the worst-achieving schools are enormous: the dropout rate is more than 50 percentage points higher in Decile 10 than in Decile 1; the percent overage is more than 30 percentage points high in Decile 10; and the proportion of students with normal reading scores in Decile 10 is 50 points higher than in Decile 1.

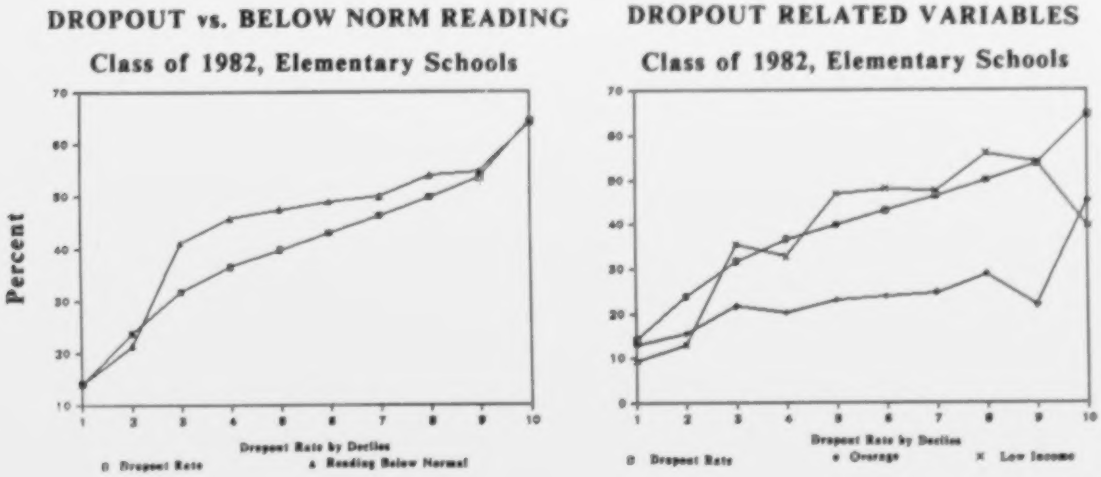
While the difference in preparedness between the top and bottom deciles is staggering, the middle range categories show equally disturbing characteristics. By national standards, schools in Deciles 3-9 produced dismally ill-prepared students. The records of over half of the elementary schools analyzed in this study show eighth grade classes whose eventual dropout rate was 43% or more. Some 41% of the students in over 80% of the schools ended up reading at below normal rates. Additionally, in the middle range of schools, more than a fifth of the students had been retained at least once by the time they left elementary school! Lastly, Deciles 3-9 serve students who are predominantly either Black or Hispanic, and nearly half of the students in these middle-range schools (45.8%) came from low income homes. These students, who by virtue of race and low socio-economic status are members of the least advantaged social groups in the city, entered and passed through elementary schools where failure and ill-preparedness had become the norm.

In the examination of Table 1, it is worth noting the sheer magnitude of the dropout problem in the Chicago Public Schools: the last five deciles of this sample (one half of all the elementary schools analysed in this study) have aggregated dropout rates of 43.1%, 46.4%, 49.9%, 53.5%, and, in Decile 10, an astonishing 64.5%!

The steady escalation of the number of students who are reading below normal is also noteworthy. Only in Deciles 1 and 2 are the elementary schools successfully teaching a large proportion of students to read at the national norm. In Deciles 1 and 2, 14.1% and 21.4% of the students, respectively, are reading below normal (the national norm is 23%). In all other deciles, at least 41.1% of the students tested below normal. In the last four deciles (40% of the elementary schools in this sample) over half of the students are reading below normal (double the nationally expected number). Figure 1 shows the close relationship between the rising dropout rate for each decile and the increase in the percent reading below normal in each decile.

As the dropout rate increases, both the percent of overage students and the percent of students from low-income families increase, though not as uniformly as with below normal reading (see Figure 1).

Figure 1



DROPOUT vs. BELOW NORM READING

Class of 1982, Elementary Schools

DROPOUT RELATED VARIABLES

Class of 1982, Elementary Schools

Thus, the percent overage and percent low income, while significant, are not as strongly related to the dropout rate as the percent of students reading below normal. The correlation of overage students within each decile increases with the dropout rate, but again, not in a direct, linear fashion, although the contrast between the lowest and highest deciles is quite clear (13.0% overage in Decile 1 as compared to 45.3%%

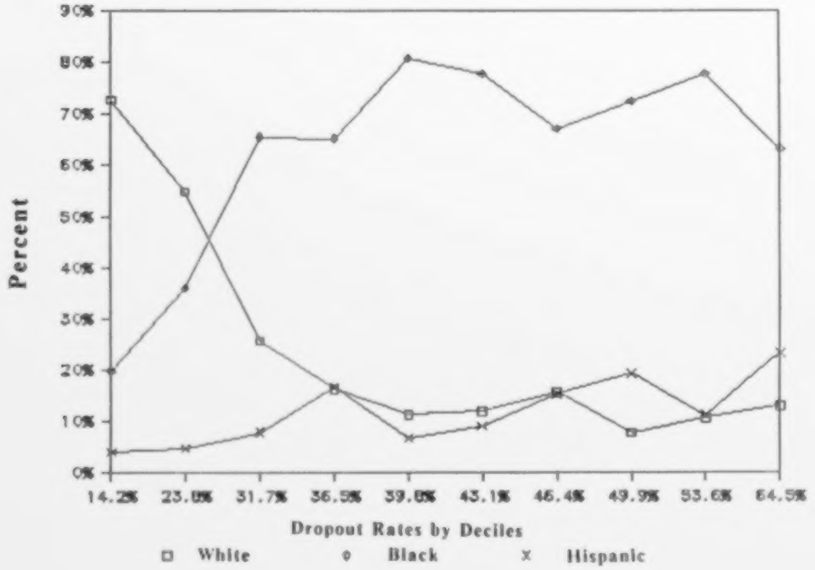
overage in Decile 10). There is a somewhat similar pattern in the level of students from low-income families. Again, the number of low-income students is much greater in the worst-achieving decile (39.5%) than in the 1st Decile (9.4%), but the relationship is hardly consistent. As can be seen in Figure 1, the percent of students from low-income families actually hovers at or above 50% in Deciles 6 through 9, but drops in the 10th Decile. Because elementary schools during the 1970s were overwhelmingly neighborhood schools, the correlation between dropout rates and the proportion of low income students is stronger than at the high school level.

In Table 1, the proportion of White students drops sharply from Deciles 1 and 2 to Decile 4, but thereafter varies unevenly between 16.3% and 7.8%. The proportion of Blacks increases sharply from Decile 1 to Decile 3, but then is unevenly related to the dropout rate.

Figure 2

DECILE COMPOSITION BY RACE

Class of 1982, Elementary Schools



Although Hispanics number only about 4% of the student population in Deciles 1 and 2, their proportions fluctuate within the remaining deciles. However, in general, there was a higher percentage of Hispanics in the deciles with higher dropout rates; from 4.1% in Decile 1 to 23.2% in Decile 10.

B. A Comparison of Schools with the Lowest and Highest Dropout Rates

Table 2 lists schools with the highest eventual dropout rates (Decile 10) and the lowest rates (Deciles 1 and 2), providing a direct comparison of student preparedness in individual elementary schools. The dropout rate for students in the highest rate schools is more than three times that of the lowest rate elementary schools. In lowest thirteen of the high rate schools, more than two-thirds of the students eventually dropout. Matching this is the high proportion of students in the high rate schools who are reading below normal by the eighth grade (64.0%), and the high level of overage students (more than two out of ever five).

Table 2A: Elementary Schools with the Highest Dropout Rates, Decile 10
Ranked by Dropout Rate
Chicago Public Schools, High School Class of 1982

DIST	UNIT	NAME	SCHOOL ORG	ENROLL-MENT 8TH GRADE	DROPOUT RATE	PERCENT BELOW NORMAL	PERCENT OVERAGE	PERCENT LOW INCOME	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
8	5910	SHIELDS	K8	53	54.7%	28.6%	7.5%	15.4%	90.1%	1.0%	8.5%	0.4%
4	4060	HOWE	K8	84	54.8%	79.3%	21.4%	52.7%	0.9%	98.4%	0.7%	0.0%
8	3900	HEDGES	K8	31	54.8%	25.8%	9.7%	22.0%	67.0%	0.3%	29.9%	2.8%
11	2070	ARMOUR	K8	31	54.8%	53.6%	3.2%	38.5%	65.9%	0.1%	33.1%	0.9%
20	3160	CURTIS	K8	113	54.9%	71.4%	15.0%	18.1%	0.2%	99.0%	0.8%	0.0%
8	7940	W GARFIELD PK *	2-8	202	55.0%	65.8%	25.7%	72.4%	0.0%	100.0%	0.0%	0.0%
11	3090	DOUGLAS	K8	167	55.1%	68.1%	31.1%	57.7%	0.0%	99.9%	0.1%	0.0%
20	6260	VON VLISSINGEN	K8	185	55.1%	58.2%	24.9%	53.2%	0.1%	99.9%	0.0%	0.0%
4	2160	BARRY	K8	27	55.6%	25.9%	25.9%	6.9%	83.4%	0.0%	14.0%	2.6%
16	5270	F PARKER CMM ACY	K8	72	55.6%	51.4%	34.7%	0.0%	0.0%	98.6%	0.0%	1.4%
6	4840	MITCHELL	K8	45	55.6%	38.9%	35.6%	31.8%	31.8%	3.0%	64.8%	0.4%
14	5850	SHAKESPEARE	K8	30	56.7%	40.0%	26.7%	84.5%	0.0%	100.0%	0.0%	0.0%
6	7420	DE DIEGO CMM ACY	K8	156	57.1%	77.9%	29.5%	0.0%	2.6%	20.5%	75.6%	1.3%
13	5280	F PARKMAN	K8	47	57.4%	59.1%	34.0%	0.0%	0.0%	100.0%	0.0%	0.0%
6	7740	YATES UPPER *	7-8	158	57.6%	68.2%	28.5%	45.0%	20.5%	3.7%	74.3%	1.5%
5	2960	DARWIN	K8	92	57.6%	56.5%	35.9%	46.1%	23.9%	7.7%	67.7%	0.7%
3	2040	ALCOTT	K8	26	57.7%	26.1%	38.5%	21.7%	47.5%	19.8%	28.4%	4.3%
14	7730	WADSWORTH *	7-8	71	57.7%	60.9%	14.1%	75.6%	0.0%	100.0%	0.0%	0.0%
6	4380	KOSCIUSZKO	K8	57	57.9%	52.1%	7.0%	47.2%	21.5%	0.9%	75.7%	1.9%
5	3560	VON GOETHE	K8	53	58.5%	40.0%	39.6%	0.0%	45.3%	1.9%	50.9%	1.9%
6	2530	BURR	K8	39	59.0%	36.1%	35.9%	43.1%	19.5%	1.4%	76.5%	2.6%
6	3120	DRUMMOND	K8	27	59.3%	52.2%	51.9%	37.3%	39.4%	1.3%	58.9%	0.4%
19	7630	THORP ED/VOC CTR	8-9	101	59.4%	94.0%	65.3%	36.3%	0.0%	92.3%	7.7%	0.0%
10	3970	HERZL	K6	89	59.6%	71.3%	21.3%	79.5%	0.0%	100.0%	0.0%	0.0%
12	3450	FULTON	K8	80	60.0%	45.2%	28.8%	22.1%	43.0%	4.6%	47.3%	5.1%
10	6440	WHITNEY	K8	46	60.9%	39.0%	21.7%	0.0%	32.6%	2.2%	65.2%	0.0%
3	3730	HAMILTON	K8	34	61.8%	19.4%	17.6%	28.0%	58.1%	0.3%	36.1%	5.5%
13	3790	HARTIGAN	K8	84	61.9%	68.7%	60.7%	82.4%	0.0%	100.0%	0.0%	0.0%
5	4170	JAHN	K8	50	62.0%	36.2%	34.0%	23.5%	67.7%	0.2%	28.9%	3.2%
8	5450	PLAMONDON	K8	16	62.5%	28.6%	18.8%	38.3%	4.9%	17.0%	73.9%	4.2%
6	6281	VON HUMBOLDT BR	7-8	156	62.8%	78.9%	9.0%	0.0%	7.1%	16.1%	76.5%	0.3%
13	3740	HAMLINE	K8	34	64.7%	44.8%	35.3%	22.9%	44.1%	0.0%	54.1%	1.8%
14	7813	TUBMAN LIV CTR	K8	20	65.0%	0.0%	40.0%	0.0%	0.0%	100.0%	0.0%	0.0%
5	6430	TENNYSON EVGC *	8	127	67.7%	95.8%	77.2%	47.8%	0.0%	100.0%	0.0%	0.0%
5	5790	SCHNEIDER	K8	35	68.6%	37.5%	48.6%	55.7%	32.9%	15.3%	50.1%	1.7%
16	5160	GOETHALS ED/VOC C	8	147	68.7%	80.6%	76.2%	44.7%	0.0%	99.5%	0.4%	0.1%
13	3600	GRAHAM, A	K8	34	70.6%	32.4%	11.8%	30.9%	89.7%	0.0%	10.3%	0.0%
7	7140	ROENTGEN ED/VC C	7-8	160	73.8%	91.9%	83.8%	76.7%	0.0%	100.0%	0.0%	0.0%
9	7814	SIMPSON LIV CTR	K8	16	75.0%	0.0%	68.8%	0.0%	0.0%	100.0%	0.0%	0.0%
6	7600	ANDERSON EVGC	8-9	45	75.6%	87.1%	84.4%	54.5%	13.9%	13.9%	72.3%	0.0%
11	7030	DRAKE EVGC	8	92	80.4%	98.9%	66.3%	98.0%	0.7%	99.3%	0.0%	0.0%
9	7270	MCKINLEY ED/VC C	7-8	165	80.6%	51.9%	90.9%	44.9%	0.0%	100.0%	0.0%	0.0%
14	3380	WOODSON STURGIS EVGC	EVGC	42	85.7%	97.5%	76.2%	0.0%	0.0%	100.0%	0.0%	0.0%
3	6670	COOLEY EVGC *	8	12	91.7%	0.0%	33.3%	91.7%	0.0%	100.0%	0.0%	0.0%
14	7811	BOUSFIELD SP	K8	29	96.6%	69.6%	41.4%	0.0%	3.4%	93.1%	3.4%	0.0%
9	4860	MONTEFIORE	K8	20	100.0%	0.0%	70.0%	0.0%	25.0%	60.0%	15.0%	0.0%

Table 2B: Elementary Schools with the Lowest Dropout Rates
Deciles 1 & 2, Ranked by Dropout Rate
Chicago Public Schools, High School Class of 1982

DIST	UNIT	NAME	SCHOOL ORG	ENROLL-MENT 8TH GRADE	DROPOUT RATE	PERCENT BELOW NORMAL	PERCENT OVERAGE	PERCENT LOW INCOME	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
1	5980	SOLOMON	K8	23	0.0%	10.0%	8.7%	0.4%	71.3%	8.6%	4.8%	15.3%
18	6120	SUTHERLAND	K8	28	0.0%	0.0%	10.7%	1.8%	93.6%	3.6%	2.1%	0.7%
11	5400	PERSHING MAG	K8	18	5.6%	0.0%	5.6%	4.8%	2.6%	94.8%	0.7%	1.9%
2	5630	ROGERS	K8	64	6.3%	8.1%	4.7%	1.3%	76.4%	3.3%	4.5%	15.8%
15	2980	DAVES	K8	94	6.4%	5.4%	20.2%	3.1%	96.3%	0.0%	3.0%	0.7%
1	6470	WILDWOOD	K8	13	7.7%	0.0%	0.0%	1.0%	94.8%	0.0%	1.5%	3.7%
20	3580	GRISSOM	K8	39	7.7%	5.3%	7.7%	3.2%	84.6%	1.7%	10.5%	3.2%
12	2780	CHRISTOPHER	K8	12	8.3%	66.7%	50.0%	0.0%	0.0%	100.0%	0.0%	0.0%
18	4240	KELLOGG	K8	19	10.5%	21.1%	21.1%	10.9%	57.9%	79.3%	19.9%	0.4%
1	2950	DIRKSEN	K8	36	11.1%	11.1%	8.3%	2.8%	95.9%	0.3%	0.7%	3.1%
1	5510	PRUSSING	K8	43	11.6%	9.3%	9.3%	4.2%	91.9%	2.5%	3.5%	2.1%
1	5120	NORWOOD PARK	K8	17	11.8%	5.9%	11.8%	2.1%	97.9%	0.0%	0.5%	1.6%
15	4120	HURLEY	K8	33	12.1%	6.1%	9.1%	9.6%	90.4%	5.3%	3.7%	0.6%
15	6030	STEVENSON	K8	95	12.6%	6.3%	12.6%	5.3%	84.9%	13.8%	0.5%	0.8%
1	3510	GARVEY	K8	60	13.3%	5.3%	3.3%	2.1%	89.0%	7.2%	1.9%	1.9%
2	4300	KILMER	K8	52	13.5%	22.4%	21.2%	11.3%	64.0%	4.7%	16.9%	14.4%
18	2150	BARNARD	K8	44	13.6%	46.3%	22.7%	25.2%	14.8%	84.6%	0.2%	0.4%
20	6360	WASHINGTON SCH	K8	58	13.8%	6.9%	10.3%	1.4%	89.2%	7.2%	3.6%	0.0%
19	2020	ADDAMS	K8	50	14.0%	40.0%	10.0%	2.9%	90.0%	0.0%	8.6%	1.4%
1	5200	ORIOLE PARK	K8	28	14.3%	7.1%	10.7%	2.0%	94.6%	3.4%	0.3%	1.7%
1	5190	ONAHAN	K8	48	14.6%	8.5%	4.2%	2.4%	96.7%	0.7%	1.4%	1.2%
15	2650	CARROLL	K8	47	14.9%	8.5%	23.4%	3.5%	96.0%	0.0%	3.2%	0.8%
1	3170	EDGEBROOK	K8	20	15.0%	0.0%	0.0%	1.7%	96.9%	0.0%	0.5%	2.6%
12	3081	DORE BR	K8	20	15.0%	10.0%	15.0%	0.0%	95.0%	0.0%	5.0%	0.0%
2	4180	JAMIESON	K8	72	15.3%	11.3%	18.1%	4.6%	83.1%	0.0%	5.3%	11.6%
2	2320	BOONE	K8	76	15.8%	9.2%	9.2%	2.0%	88.4%	0.0%	1.7%	9.9%
1	4010	HITCH	K8	57	15.8%	8.9%	5.3%	2.2%	96.9%	0.0%	1.0%	2.1%
17	3040	DIXON	K8	130	16.9%	20.3%	26.2%	20.7%	0.0%	100.0%	0.0%	0.0%
1	5410	PETERSON	K8	46	17.4%	16.7%	17.4%	2.7%	82.6%	0.0%	2.2%	15.2%
1	3150	EBINGER	K8	57	17.5%	12.7%	8.8%	3.2%	92.3%	6.9%	0.0%	0.8%
19	7860	BLACK MAG	4-8	34	17.6%	11.8%	2.9%	33.5%	31.8%	51.8%	9.8%	6.6%
4	4560	LYON	K8	33	18.2%	16.1%	3.0%	33.6%	86.1%	12.2%	1.1%	0.6%
9	6740	DETT	K8	37	18.9%	22.2%	5.4%	91.9%	0.0%	100.0%	0.0%	0.0%
12	3200	EDWARDS	K8	62	19.4%	15.3%	3.2%	7.2%	83.0%	1.3%	15.1%	0.6%
20	2790	CLAY	K8	54	20.4%	28.8%	20.4%	4.0%	88.4%	5.9%	5.7%	0.0%
12	3710	HALE	K8	63	20.6%	5.4%	19.0%	4.9%	91.1%	5.5%	2.6%	0.8%
14	5560	RAY	K8	48	20.8%	19.6%	4.2%	11.0%	40.1%	49.4%	3.0%	7.5%
2	6130	SWIFT	K8	43	20.9%	43.6%	27.9%	35.1%	40.1%	27.1%	16.4%	16.4%
12	3681	FLEMING BR	K8	19	21.1%	11.1%	31.6%	0.0%	91.3%	0.0%	6.3%	2.4%
15	5240	OWEN	K8	19	21.1%	27.8%	31.6%	1.7%	91.5%	6.0%	1.3%	1.2%
18	8030	WACKER	K8	38	21.1%	16.2%	21.1%	14.1%	0.0%	100.0%	0.0%	0.0%
1	5260	PALMER	K8	52	21.2%	13.7%	11.5%	4.4%	86.0%	4.8%	4.2%	5.0%
3	4480	LINCOLN	K8	14	21.4%	0.0%	14.3%	4.4%	78.5%	12.2%	5.0%	4.3%
1	5960	SMYSER	K8	37	21.6%	16.7%	16.2%	20.0%	85.2%	11.5%	2.0%	1.3%
12	4390	KINZIE UPP *	7-8	170	21.7%	9.3%	14.2%	11.2%	94.4%	2.4%	2.8%	0.4%
11	6330	WARD	K8	23	21.7%	45.0%	26.1%	32.4%	14.5%	45.6%	26.6%	13.3%
4	3020	DEVER	K8	55	21.8%	27.3%	14.5%	0.0%	90.1%	9.2%	0.2%	0.5%
14	4260	WIRTH EXPER	6-8	87	21.8%	30.1%	11.5%	25.6%	6.8%	92.2%	0.2%	0.8%
5	4150	IRVING PARK BR NIXON	K8	32	21.9%	6.3%	12.5%	0.0%	84.4%	6.3%	3.1%	6.3%
14	3780	HARTE	K8	73	21.9%	24.3%	9.6%	9.9%	34.4%	59.0%	1.4%	5.2%
2	8000	DISNEY MAGNET	UNGRADE	82	22.0%	31.7%	1.2%	0.0%	45.6%	30.1%	19.9%	4.4%
4	3620	GRAY	K8	63	22.2%	14.3%	4.8%	6.8%	95.9%	0.0%	2.8%	1.3%
8	3260	EVERETT	K8	27	22.2%	22.2%	22.2%	27.1%	84.1%	0.0%	14.7%	1.2%
2	2080	ARMSTRONG	3-6	45	22.2%	7.1%	8.9%	9.2%	77.7%	4.5%	4.5%	13.3%
2	5360	PEIRCE	K8	67	22.4%	19.7%	14.9%	22.0%	50.7%	0.4%	30.3%	18.6%
18	2820	CLISSOLD	K8	40	22.5%	2.5%	20.0%	6.7%	86.4%	12.3%	0.6%	0.7%
1	5690	SAUGANASH	K8	22	22.7%	13.6%	9.1%	2.1%	90.9%	0.0%	3.0%	6.1%
18	8090	JACKSON, M	K8	83	22.9%	26.3%	38.6%	31.4%	1.0%	97.4%	1.5%	0.1%
20	4100	CULLEN	K8	43	23.3%	44.2%	14.0%	15.6%	0.0%	100.0%	0.0%	0.0%
11	3700	HAINES	K8	64	23.4%	24.1%	17.2%	59.6%	0.7%	63.0%	0.4%	35.9%
12	6240	TWAIN	K8	64	23.4%	8.2%	14.1%	8.1%	90.7%	2.2%	4.8%	2.3%
1	2620	CANTY	K8	34	23.5%	24.2%	11.8%	4.4%	92.6%	3.6%	2.9%	0.9%
2	2810	CLINTON	K8	72	23.6%	11.9%	13.9%	5.2%	81.5%	0.0%	6.6%	11.9%
1	3280	FARNSWORTH	K8	46	23.9%	4.3%	15.2%	3.1%	92.5%	4.9%	2.1%	0.5%
12	6220	TONTI	K8	50	24.0%	26.5%	6.0%	8.6%	87.8%	3.0%	6.9%	2.3%
12	5340	PECK	K8	69	24.6%	14.7%	18.8%	7.8%	96.5%	0.0%	2.0%	1.5%
18	4350	KIPLING	K8	48	25.0%	29.2%	22.9%	21.1%	0.4%	99.5%	0.2%	0.0%
18	5420	GARVEY	K8	79	25.3%	31.2%	13.9%	24.9%	0.0%	100.0%	0.0%	0.0%
1	3180	EDISON *	K8	31	25.8%	26.7%	6.5%	0.9%	86.7%	8.6%	2.1%	2.6%
2	3850	HAYT	K8	54	25.9%	31.3%	24.1%	16.3%	73.1%	2.6%	10.8%	13.5%
11	5140	OAKLAND *	K8	34	26.5%	41.9%	32.4%	0.0%	0.0%	97.1%	0.0%	2.9%
20	6050	DUNNE	K8	97	26.8%	38.9%	12.4%	26.2%	0.0%	99.9%	0.1%	0.0%
1	2440	BUDLONG	K8	67	26.9%	17.7%	10.4%	6.4%	86.4%	2.4%	3.7%	7.5%
19	2280	BENNETT	K8	84	27.4%	26.8%	20.2%	0.0%	0.0%	100.0%	0.0%	0.0%
15	3140	EBERHART	K8	57	28.1%	19.3%	22.8%	6.3%	94.8%	0.0%	3.7%	1.5%
3	2270	BELL	K8	42	28.6%	8.3%	9.5%	7.6%	67.4%	8.0%	19.8%	4.8%

Sharp differences in class also exist between the low and high rate schools, as measured by the percentage of students who come from low-income backgrounds: the proportion of low-income students from the high dropout rate schools averages 35.8% and that of the low rate schools, 10.6%.

The type of school studied differentiates Deciles 1 and 2 from Decile 10. The schools in the first two deciles are mostly K-8 schools.(only 4 out of 16 are not). While many of the schools in Decile 10 are categorized as K-8 schools, 13 (out of 38) are also upper grade centers or Educational Vocational Guidance Centers (EVGCs) to which graduates from K-6 or K-7 schools transfer for the middle school years. In other words, these K-8 schools are *de facto* middle schools. Data which appear later in this report confirm that dropout rates from middle schools were higher than those at K-8 schools.

Enrollment totals also differentiate the low rate from the high rate schools. Eighth grade enrollments are lower in the first two deciles and somewhat higher in the last; Deciles 1 and 2 average 50 students, while Decile 10 averages 73.5 students for the Class of 1982.

Racially, it is important to note that predominantly White and predominantly Black elementary schools are to be found in both the best- and worst-achieving elementary schools in the Chicago Public School system. However, while there are 14 predominantly Hispanic elementary schools in the 10th Decile, there are *no* predominantly Hispanic schools in Deciles 1 and 2. These findings confirm our data on the racial composition of Chicago elementary schools.

Despite the preceeding examination of Tables 1 and 2 and Figures 1 and 2, key questions remain that none of the previous charts have answered. First, what is the precise relationship between the dropout rate and other variables, such as reading scores, number of overage students, and low-income students? Which of these, together with the racial composition of the schools, is most closely related to the dropout rate? And what is the measureable relationship between these factors? Second, are the differences between the deciles significant for the variables listed in Table 1?

The first of these issues is addressed in Table 3, which shows the statistical relationship between the dropout rate, below normal reading sores, percent overage, number of low-income students, and the racial composition of the deciles in Table 1. Table 3 expresses this statistical relationship by showing the simple correlation coefficients between the variables assembled in Table 1. It is important to stress that, with a sample size of 10, the significance level of the correlation coefficients is especially important. In Table 3, the presence of one or two asterisks to the right of an entry indicates that the probability rating is below the acceptable significance level of .001 (**) or .01 (*). A significance of .01 (*) means there is less than one chance in one hundred that this relationship occurred randomly; .001 (**) means less than one chance in a thousand it is a random occurence. Thus, for either,it is very likely that a meaningful relationship exists between the two variables. For example, in reading across row one of Table 3, the correlation between the dropout rate and the Percent Reading Below Normal (.961 **) is unlikely to have occurred by chance. On the other hand, reading across row three, the correlation between median reading scores and the percent White (.668) *also* appears to be strong. Yet the significance level (no asterisks) indicates that the apparent correlation is likely to have occurred by chance.

With this qualification in mind, the results of Table 3 are nevertheless marked. First, as pointed out previously, the dropout rate is most strongly related to the number of students reading below normal. (The correlation coefficient for the Percent Reading Below Normal is r = .961 **.) Other significant relationships exist between the dropout rate and the percent overage (r = .826 *), and the number of low-income students (r = .802 *). Additionally, the dropout rate is inversely related to the percent Hispanic (r = .800 *).

Table 3: Relationships Between Dropout Rates and Other Variables By Deciles of Elementary Schools

	Percent Reading Below Normal	Median Reading Score	Percent Overage	Percent Low Income	Percent Limited English	Percent White	Percent Black	Percent Hispanic	Percent Other
Dropout Rate	0.961 **	-0.889 **	0.862 *	0.802 *	0.510	-0.843 *	0.730	0.800 *	-0.761
Percent Reading Below Normal		-0.830 *	0.804 *	0.876 **	0.533	-0.950 **	0.859 *	0.776 *	-0.860 *
Median Reading Score			-0.948 **	-0.534	-0.560	0.668	-0.531	-0.774 *	0.584
Percent Overage				0.500	0.616	-0.606	-0.448	0.823 *	-0.618
Percent Low Income					0.278	-0.934 **	0.931 **	0.512	-0.825 *
Percent Limited English						-0.452	0.248	0.828 *	-0.193
Percent White							-0.967 **	-0.628	0.847 *
Percent Black								0.410	-0.831 *
Percent Hispanic									-0.550

n = 10

** p < .001
* p < .01

Second, the below normal reading scores of students are strongly related to the racial composition of the schools (heavily White schools have very low percentages of below normal reading scores and predominantly Hispanic schools have high percentages of low reading scores). Below normal scores are also related to the percent overage and the percent of low-income. Yet variables that affect the dropout rate and low reading scores are not necessarily strongly correlated to other variables from Table 1. For example, the percent of overage students, which is strongly correlated to low reading scores and dropout rates, does not have a statistically significant relationship to percent low-income, Limited English students, or the percentages of Whites or Blacks. However, it is strongly correlated to the proportion of Hispanic students in each decile.

It is striking that the percent White and the percent Hispanic are significantly correlated with the dropout rate, yet the percent Black is not.

Some elementary schools, which were 100% Black during the period analyzed, produced eighth graders who were well prepared for high school, a high proportion of whom eventually graduated. Others, which were also 100% Black, produced large numbers of inadequately prepared eighth graders who eventually dropped out of the Chicago Public School system. This confirms the findings in Table 1 and 2 and Figure 2, which suggest that there is no definite correlation between the proportion of Blacks in an elementary school and its ultimate dropout rate.

A statistical technique called t-tests was also used to establish whether the differences identified between deciles are significant or the result of chance. The findings, presented in Table A-2 in the appendix, directly address the differences examined on Table 1. All possible comparisons are included. The results of these t-tests strongly confirm the conclusions derived from our discussion of Table 1. For example, the t-tests confirm the uneven relationship of race to the dropout rate. Previous tables showed that the relative proportion of White, Black and Hispanic students did not evenly and uniformly correlate to the dropout rate. White percentages decreased sharply from the best-achieving deciles to the poorer-achieving deciles, but the decrease was not consistent between Deciles 3-10. Although Hispanic students were virtually missing from the two highest-achieving deciles, there was not a uniform increase in the number of Hispanics in Deciles 3 through 10. Blacks were also underrepresented in Deciles 1 and 2 (only 6.0% of all Blacks attended the 76 best-achieving schools), but were proportionately represented in Deciles 3 through 10. The t-tests confirm that there is no statistically significant relationship between the number of Black students and the dropout rate.

C. Conclusions Based on Tables 1-3 and Figures 1 and 2

Elementary School Effectiveness Varies Widely. The Panel's study of Chicago elementary schools and their role in the city's high eventual dropout rate has revealed widely varying levels of educational effectiveness, as measured by poor eighth grade reading scores and numerous overage graduates. Students performing at these levels in eighth grade are far more likely than other students to drop out. Some elementary schools produce success ratios of close to 100% (based on the number of graduating eighth graders) while others produce a 100% dropout rate.

Poor Readers Tend to Drop Out. The variable most closely associated with the dropout rate is below normal reading scores. In some elementary schools, students are adequately prepared to do high school work and most graduate from the Chicago Public School system. However, 80% of the elementary schools do not adequately prepare their eighth grade graduates for more advanced academic work (i.e., do not teach them effective reading skills). Large numbers of these ill-prepared students eventually drop out of high school.

Overage and Low-Income Students Have Higher Dropout Rates. The proportions of overage and low-income students in an elementary school is strongly related to the ultimate dropout rate. Significantly, the level of poor and overage students is also highly correlated with the percent of students reading below normal. These factors, all of which detract from the likelihood that a student will graduate from the Chicago Public School system, compound one another.

Racial Composition is Unevenly Related to Eventual Dropout Rates. Race and the dropout rate are related but not as clearly as one might expect. Predominantly White elementary schools tend to produce high proportions of eventual graduates from the Chicago Public School system. Those elementary schools which are heavily populated by Hispanic students are much less likely to yield eighth graders who will successfully achieve a high school diploma. However, to know the proportion of Black students in an elementary school is not sufficient to predict the eventual success or failure of that school's students.

This overview indicates that students who are poor readers, overage, poor, and Hispanic are those who dropped out at high frequencies. Yet, many such students also graduated. Students with such characteristics do not inevitably drop out, but they are the students for whom early intervention would be most appropriate to overcome the current patterns of dropping out.

SECTION TWO: BASIC FACTORS CONTRIBUTING TO DROPOUT RATES

In order to assess the basic factors in the Chicago elementary schools which contribute to eventual dropout rates, the Panel collected data on each elementary school which graduated eighth grade students in the Spring of 1978. Those data were summarized in the first chapter of this study by grouping the schools into ten approximately equal groups (deciles). In this section, the school factors which are fundamentally related to the dropout rate are examined for the individual schools (see Table A-1 in the appendix for data on each school). When these factors were analyzed statistically (Table 4), the most important school characteristics were the percentage of students in the eighth grade reading below normal, the percent who were overage, the percent from low income families, and, less significantly, the racial composition of the school.

Table 4 shows the relative strengths of these various relationships, all but one of which are statistically significant (that is, these relationships did not occur by chance). The top line of the table shows the strength of the relationship between a school's dropout rate and these other school characteristics. The following lines show the relationships between the various characteristics.

Table 4: Relationships Between Attributed Dropout Rates
and Elementary School Characteristics
Chicago Public Schools, 1977-78

	Reading Below Normal	Percent Overage	Percent Low Income	Percent White	Percent Black	Percent Hispanic	Percent Other
Dropout Rate	0.574 **	0.466 **	0.384 **	-0.428 **	0.243 **	0.219 **	-0.216 **
Below Normal Reading Scores		0.362 **	0.536 **	-0.660 **	0.492 **	0.109 *	-0.252 **
Percent Overaged			0.157 *	-0.303 **	0.175 **	0.162 **	-0.176 **
Percent Low Income				-0.656 **	0.602 **	-0.111 **	-0.247 **
Percent White					-0.845 **	0.039 **	0.323 **
Percent Black						-0.555 **	-0.404 **
Percent Hispanic							0.101
Percent Other							

** $p < .001$
* $p < .01$

n = 378

A. Poor Reading Scores and the Dropout Rate

The strongest factor directly associated with the dropout rate is the percent of students reading below normal in the eighth grade. As the percentage of students will low reading scores increases, school dropout rates also increase. This nearly linear relationship between eventual dropout rates and low reading scores in elementary schools is demonstrated in Figure 3.

Figure 3

BELOW NORMAL READING vs. DROPOUT RATE
Eighth Grade Scores, Class of 1982

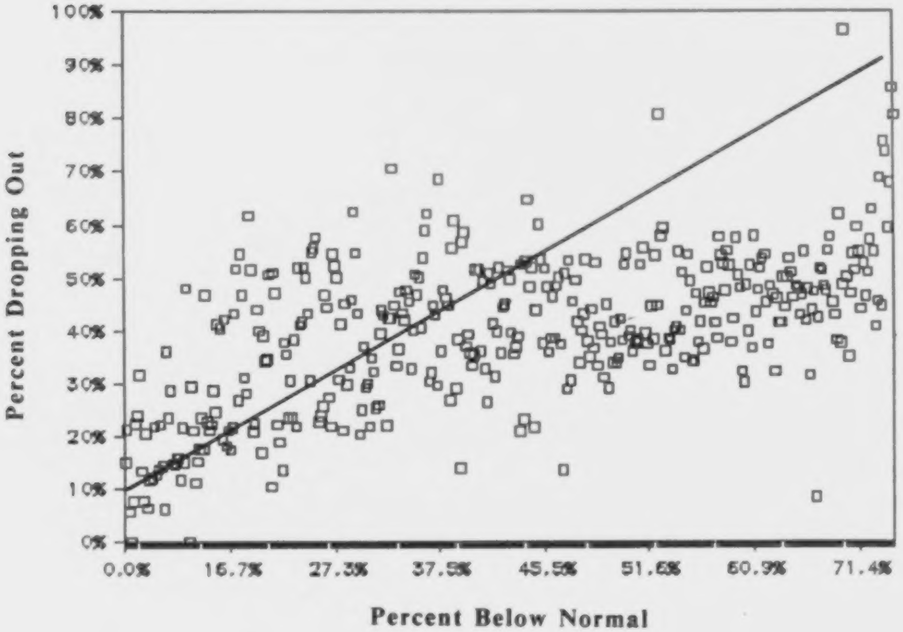
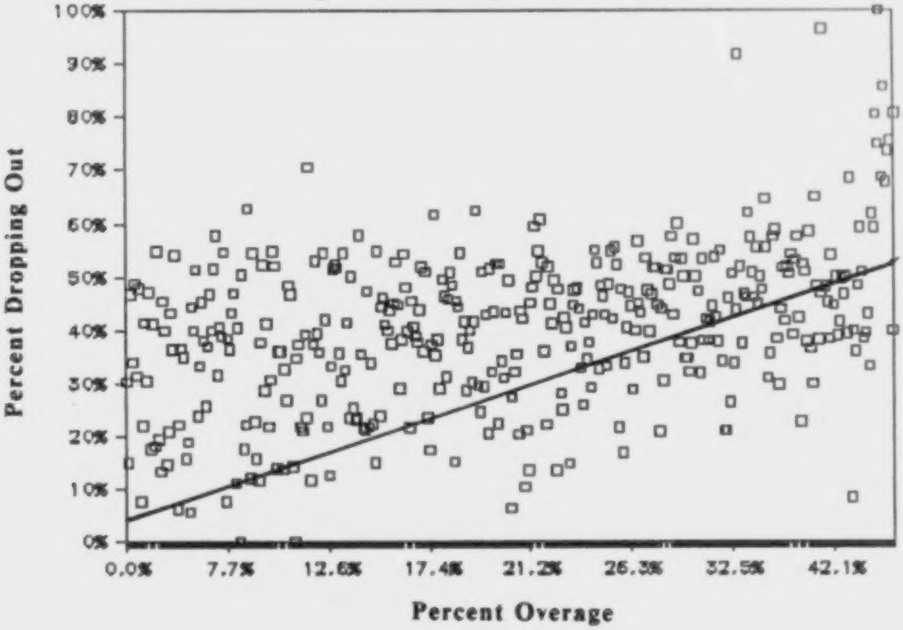


Figure 3 shows the strong, positive correlation (r = .574) between dropout rates and below normal reading scores. As schools have higher percentages of students reading below normal (located further to the right on the graph), their dropout rates are generally higher.

B. Overage Students and the Dropout Rate

Another factor that is strongly correlated with the dropout rate is the percent of elementary school students who are overage. Figure 4 plots the dropout rate with the percent overage eighth grade students in each elementary school. As in Figure 3, the relationship between the proportion of overage students and the eventual dropout rate is strong and nearly linear. As the percentage of overage students increases in a school (i.e., as the school is located further to the right), the eventual dropout rate also increases.

Figure 4
PERCENT OVERAGE vs. DROPOUT RATE
Eighth Grade Age, Class of 1982



While the statistical relationship (the correlation coefficient) between the eventual dropout rate and the percent overage is strong and positive (r = .466), it is not as strongly related as the percent with below normal reading scores (r = .574).

C. Low Income Students and the Dropout Rate

The third important factor contributing to the dropout rate is the percent of students who come from low income families. While the percentage of low income students is not as strongly related to the dropout rate as are the percent who are poor readers and the percent overage, the relationship is still pronounced (r = .384). Figure 5 plots the strong and positive relationship between the percentage of students who came from low income families and the eventual dropout rate for the Class of 1982.

Figure 5

PERCENT LOW INCOME vs. DROPOUT RATE

Eighth Grade, Class of 1982

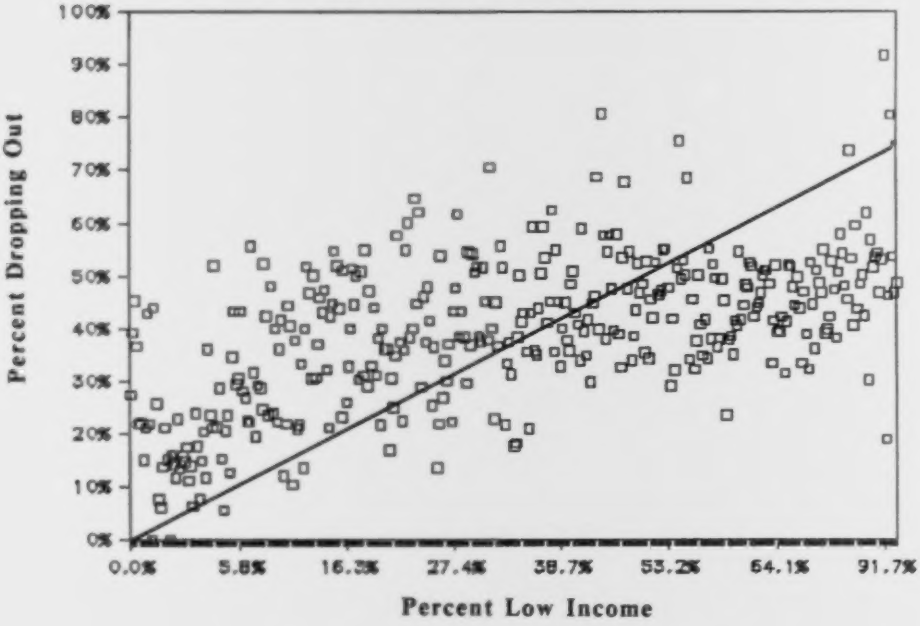


Figure 5 shows that as the percentage of poor students in a school increases (moving to the right on the graph), the eventual dropout rate also goes up. Again, the strong, positive relationship between these two factors is systematic, occuring regularly with nearly all the schools studied.

D. Percent White and the Dropout Rate

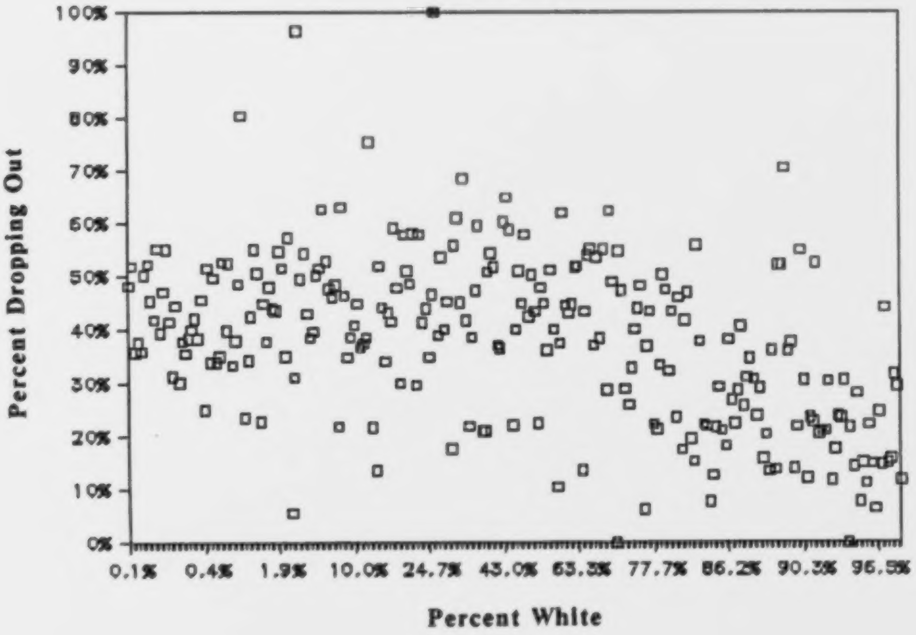
While the racial composition of the elementary schools from which the eventual Class of 1982 graduated (in June of 1978) is also statistically related to the dropout rate, there is significant variation in the strength of the relationships for Whites, Blacks, and Hispanics. As the percentage of White students increases, the dropout rate decreases fairly sharply. By contrast, as the percentage of Blacks and Hispanics increases, the dropout rate increases, but not nearly as sharply, nor as uniformly.

Looking only as schools with some White students, it can be seen that as the percentage of White students in an elementary school increases, the dropout rate decreases. The graph of the association between the percent White in the student body and the dropout rate clearly illustrates this inverse relationship; as the percent White rises, the dropout rate falls. However, while the statistical relationship between the proportion of Whites in a given elementary school and the eventual dropout rate is negative (r = -.428), the plot shows a significant deviation in this tendency. There are, for example, a number of schools with a very low percentage of Whites which show widely varying dropout rates (some with very low dropout rates and some with very high rates). Similarly, among the very heavily White schools (70% and above), dropout rates vary from zero to nearly 70%).

Figure 6

PERCENT WHITE vs. DROPOUT RATE

Eighth Grade Race, Class of 1982



E. Percent Black and Hispanic and the Dropout Rate

Generally, as the percentage of Black students increases in an elementary school, the eventual dropout rate also increases. Likewise, as the number of Hispanics increases, the eventual dropout rate rises. However, as can be seen on Figures 7 and 8, the clustering of schools is not nearly as close together, and the slope of the plot is flatter. There are many schools which are quite distant from the central tendencies on these graphs.

Figure 7

PERCENT BLACK vs. DROPOUT RATE

Eighth Grade Race, Class of 1982

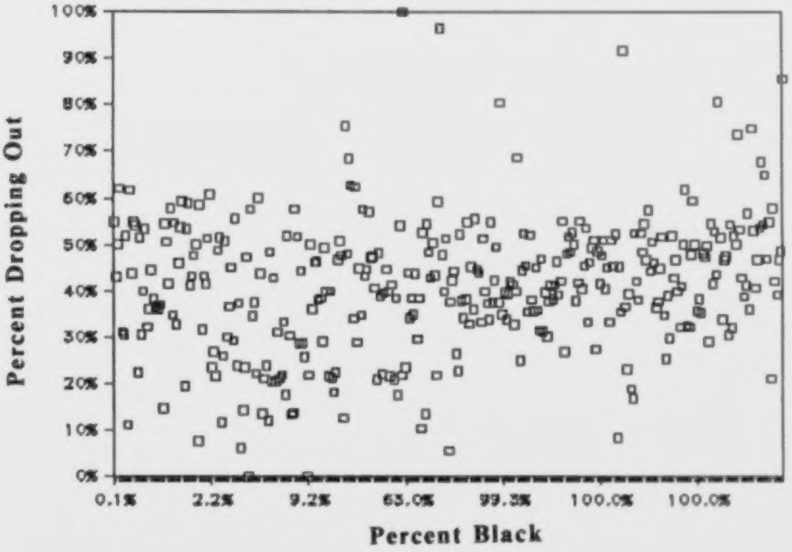
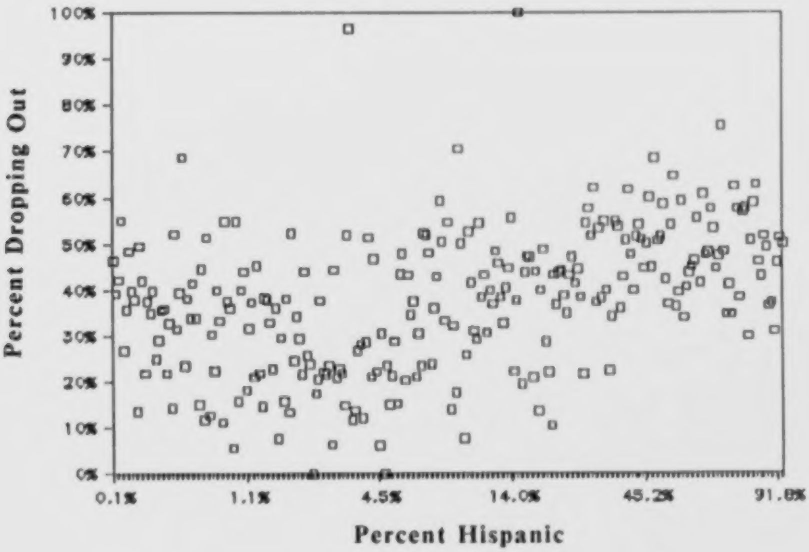


Figure 8

PERCENT HISPANIC vs. DROPOUT RATE

Eighth Grade Race, Class of 1982



As demonstrated in Figures 7 and 8, the correlation between the percent Black and the dropout rate (r = .243) is less strong than the correlation between the percent White and the dropout rate (r = -.428). Similarly, the correlation between the percent Hispanic and the dropout rate (r = .219) is also weaker. However, the dropout rate does increase with increases of these minority groups, while it decreases for higher concentrations of Whites.

The much more modest statistical relationships between the percent of these minority groups and the dropout rate is seen in the relatively flat slope in Figures 7 and 8, as compared to the sharper, downward, slope in Figure 6. Both high and low levels of dropouts are associated with all Black schools, as is also true for schools with few Blacks enrolled. A similar picture emerges for Hispanic schools. Thus, simply knowing the percentage of Black or Hispanic students in a school is not enough to accurately predict the eventual dropout rate of its students.

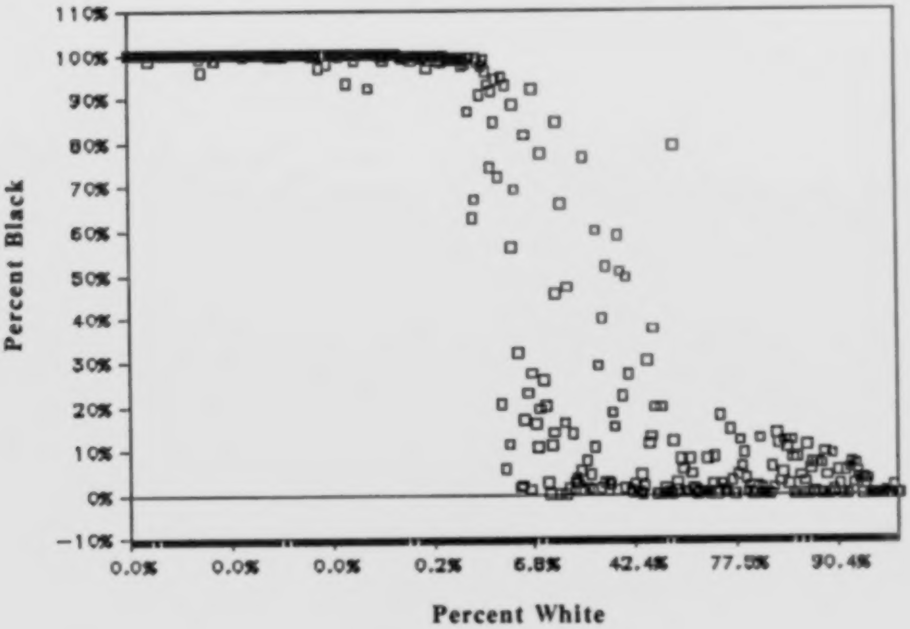
F. The Interrelationship of Various School Characteristics

While it is important to look individually at the basic factors which contribute to the dropout rate, it is even more important to look at the interrelationship of these factors. Whites and Blacks did not go to school together, to any significant degree, in elementary schools during the 1970s. The strongest relationship on Table 4 is the negative correlation (r = -.845) between percent White and percent Black. There were also few Hispanics attending predominantly Black schools (r = -.555). Other school characteristics also are strongly related to the racial composition of schools. This means it is easy to confuse the importance of race and these other factors.

Figure 9

ELEMENTARY SCHOOL SEGREGATION, 1978

Percent White vs. Percent Black



The factor most strongly associated with the dropout rate is the percent of students reading below normal in the eighth grade, as has already been discussed. Closely related to the percent reading below normal is the percentage of the students coming from low income homes (r = .536). White students rarely attend schools with high numbers of low income students (r = -.656) while Black students often attend such schools (r = .602). Thus, it is not surprising to find that predominantly Black schools are more likely to have high percentages of students reading below normal (r = .492) while predominantly White schools are not (r = -.660). The percentage of below normal reading levels is related to both low income and racial composition, because those two factors are related to each other.

Below normal reading scores are also related to the percentage of students who leave eighth grade overage (r = .362), but less strongly than to the percent low income. But predominantly White schools retain far fewer students than do predominantly Black or Hispanic schools. As shall be shown in a later section, predominantly minority schools also have fewer more experienced teachers. The relationship of these various factors with the racial composition of elementary schools is shown in Table 5.

Table 5: The Relationship Between School Characteristics and Race

	White	Black	Hispanic
Below Normal Reading	-.660**	.492**	.109*
Overage	-.303**	.174**	.162**
Low Income	-.656**	.602**	.111**

** p=<.001
* p=<.01

n = 378

As Table 5 shows, a White student was very unlikely to attend a school with high numbers of low income students or with high numbers of students reading below normal. Few of the students were retained in predominantly White schools. A Black student, on the other hand, was very likely to attend a school with many low income students, with numerous fellow students reading below normal, and with more students who were overage when they left eighth grade. The probabilities for Hispanics were uncertain.

Major differences clearly existed between racial groups in the Chicago Public Schools during the 1970s. In general, White and Black students attended racially segregated schools that varied drastically in levels of student achievement. White students attended schools that were more apt to produce acceptable reading scores and less apt to produce overage students. Blacks attended schools with higher rates of both below normal reading scores and retained students. The extent of poverty was much higher for Black students than for Whites. These cumulative differences between Blacks and Whites resulted in higher dropout rates for Blacks.

In order to determine which of these various factors was most important to predict a school's dropout rate, a regression analysis was done.. This statistical technique is sensitive to the relative contribution of each of the factors to the dropout rate. Separate regressions were run, controlling for the racial composition of the various schools see Table 6). When the percentage of Whites, Blacks, and Hispanics was taken into account, the resulting coefficients varied only slightly by race, while maintaining the basic relative strengths for percent reading below normal, percent overage, and percent low income. This means that, regardless of race, the percent reading below normal is the most important factor contributing to the dropout rate, the percent overage is the next most important factor, and the third most important factor is the percentage of the students from low income homes.

Table 6: School Factors and the Dropout Rate
Controlling for Race

	Below Normal Reading	Overage	Low Income	R^2
Percent White	0.413	0.306	0.139	0.411
Percent Black	0.425	0.305	0.176	0.418
Percent Hispanic	0.371	0.285	0.154	0.426

SECTION THREE: A FURTHER EXAMINATION OF RACIAL EFFECTS

While poor reading scores, overage students, and poverty appear to be the prime predictors of the eventual dropout rate, there is a clear correlation between a school's racial composition and the achievement of its students. Predominantly White elementary schools, on the average, produce a lower rate of dropouts than predominantly Black or Hispanic schools. The correlation coefficients on Table 4 showed that the relationship between the dropout rate and the percentage of White students strongly negative ($r = -.428$), while the relationship with percent Black ($r = .243$) and Hispanic ($r = .219$) positive, but less strong.

In part, White, Black, and Hispanic schools tended to produce different dropout rates because the most important factors which are determinants of the eventual dropout rate are distributed unevenly among schools in which particular races are predominant. Students who are from low income families and who leave elementary schools with below normal reading scores and are overage tend to be concentrated in predominantly Black and Hispanic schools. Poor students and low achievers are relatively scarce in predominantly White schools. However, because of the correspondence of race and low income students, differences between schools of different races may reflect differences in socio-economic class and school policies more than racial differences.

In order to assess the fundamental differences, if any, which exist between prediminantly White, predominantly Black, and predominantly Hispanic elementary schools, the Panel isolated these schools into subsets of the total sample. Schools which were composed of more than 70% of the students from the same race were grouped together. The resulting three subsets, for the 1977-78 school year, included 93 primarily White schools, 190 primarily Black schools, and 25 primarily Hispanic schools. These schools are listed in Tables A-3, A-4, and A-5 in the appendix.

The prime predictors of the dropout rate were compiled for each school in the three subsets. In addition to the percent reading below normal, the percent overage, and the percent low income, enrollment figures, grade organization, and racial percentages were compiled for the schools in each of the subsets. These tables show a wide variation among the schools for each race in both the dropout rates and the factors which have been shown to be associated with the dropout rate. Thus, race alone does not adequately account for the dropout rate or for the achievement levels of individual schools.

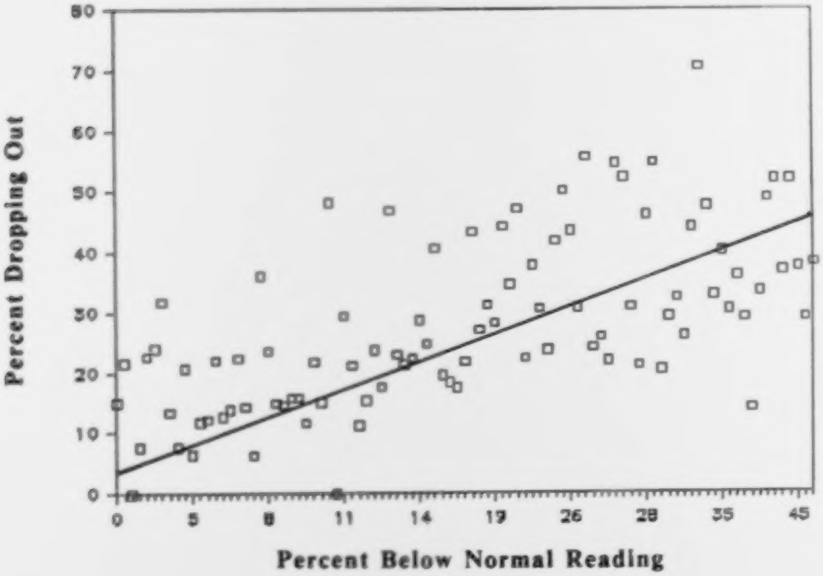
A. Predominantly White Schools

The dropout rate for predominantly White schools ranged from zero (at Solomon and Sutherland schools) to 70.6% at Graham, a training school for handicapped children. There were seven other predominantly White schools with eventual dropout rates above 50% (Barry - 55.6%, Shields - 54.7%, Greene - 54.5%, Lovette - 52.2%, Coonley - 51.9%, Lee - 51.9%, and Marquette - 50.0%). As with the generalized findings, among predominantly White schools, the dropout rate correlates most directly with the percent reading below normal at departure from the eighth grade. This can be seen in Figure 10.

Figure 10

BELOW NORMAL READING vs. DROPOUT RATE

Predominantly White Schools



A statistical analysis of the predominantly White subset of elementary schools shows that the same factors are important in explaining the differences among the dropout rates of elementary schools as is important in the whole system. The statistical relationship between the dropout rates at these schools and below normal reading scores (r = .601) is even stronger than in the overall sample of 378 elementary schools (r = .574). The relationship of the dropout rate and the percent from low income homes (r = .505) is also stronger than for the whole sample (r = .384). The relationship for overaged students, while weaker, is still signficant. Thus, among predominantly White schools, below normal reading, poverty, and student retention are still the chief predictors of individual school dropout rates.

Table 7: Dropout Rate Predictors - White Schools

	Below Norm Reading	Overage	Low Income
Dropout Rate	0.601**	0.324**	0.505**
Below Normal Reading		0.301**	0.499**
Overage			0.083

** < .001
 * < .01

n = 93

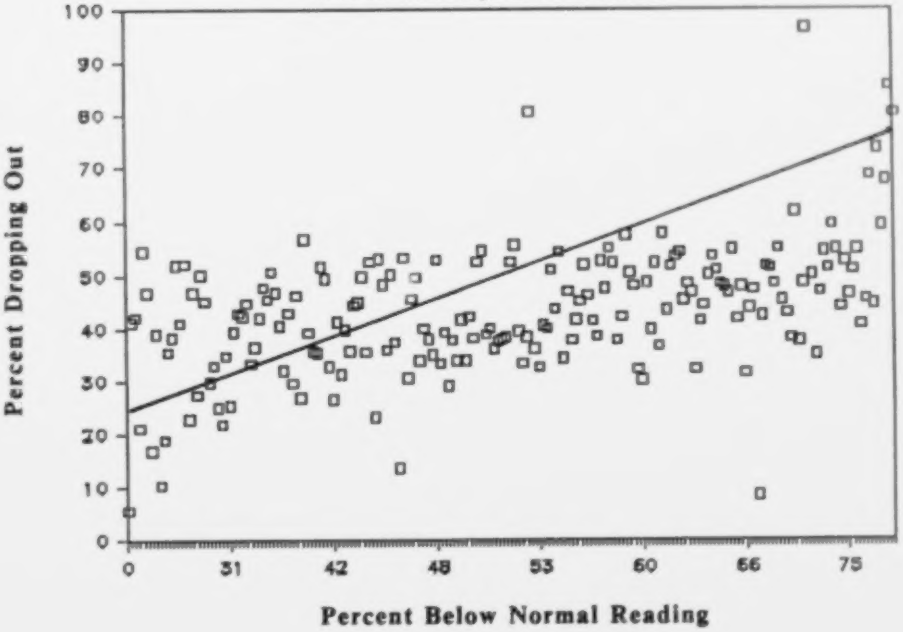
B. Predominantly Black Schools

Dropout rates among predominantly Black schools ranged from 5.6% at Pershing to 96.6% at Bousfield Alternative School, a school for pregnant girls. Among the 190 predominantly Black schools, 52 had dropout rates over 50%; six had rates below 20%. Thus, while the proportions of high dropout rates are higher for Black schools, there are still some schools with very low dropout rates. While it is more likely that a Black school will have a higher dropout rate than a White school, knowing a school is predominantly Black is not enough to predict its dropout rate. Other information is also necessary.

Figure 11

BELOW NORMAL READING vs. DROPOUT RATE

Predominantly Black Schools



As with predominantly White schools, the proportion of students reading below normal is the most important predictor of school dropout rates (r = .443), but this coefficient is significantly weaker than for White schools. Further, the percent overage is almost as strongly related to the dropout rate (r = .420). Far less important, and at a lesser level of significance, is the proportion of the students from low income homes (r = .229*); this is to be expected, since the proportion of low income students is more widely distributed among predominantly Black schools. Thus, for Black schools, the same factors adequately explain differing dropout rates, except that poverty levels are less significant, and the proportion retained is more important. The higher importance of the students who are retained will be further examined in a later section, in light of the lesser use of retention in the predominantly White schools.

Table 8: Dropout Rate Predictors - Black Schools

	Below Norm Reading	Overage	Low Income
Dropout Rate	0.443**	0.420**	0.229*
Below Normal Reading		0.244**	0.205*
Overage			-0.034

** < .001
* < .01

n = 190

These findings among predominantly White and Black schools reinforce the conclusion that inadequate preparedness (proportion reading below normal) is the most important factor contributing to the eventual student dropout rate, regardless of race. However, the differences between White and Black schools suggest that poverty among students attending White elementary schools amplifies ill preparedness, thus increasing the eventual dropout rate. Because poverty is more prevalent among predominantly Black schools, affecting most of them and thereby raising overall rates for Black schools, it has a less discernible effect on differences in rates among Black schools. However, the proportion of students who are retained amplifies the dropout rate in Black schools in a fashion similar to the effects of poverty in White schools.

C. Predominantly Hispanic Schools

Dropout rates for the many fewer predominantly Hispanic schools (only 25 in 1978) ranged from 30.0% at Jackson to 75.6% at Anderson Educational and Vocational Guidance Center, a special school for low achieving students. Nearly half of the predominantly Hispanic schools, 11 out of 25, had eventual dropout rates over 50%. With the fewer schools and the range of dropout rates less extreme, the statistical analysis of the predominantly Hispanic schools produced no reliable results. All of the correlations might have been discovered by chance. The patterns, however, basically follow the systemwide patterns, except that being overage is even more weakly related to the dropout rate. The Panel's 1985 study of dropout rates in Chicago high schools produced a similar finding. In that study, it was theorized that language transition problems mitigate peer sanctions against overage or retained Hispanic students.

Figure 12

BELOW NORMAL READING vs. DROPOUT RATE

Predominantly Hispanic Schools

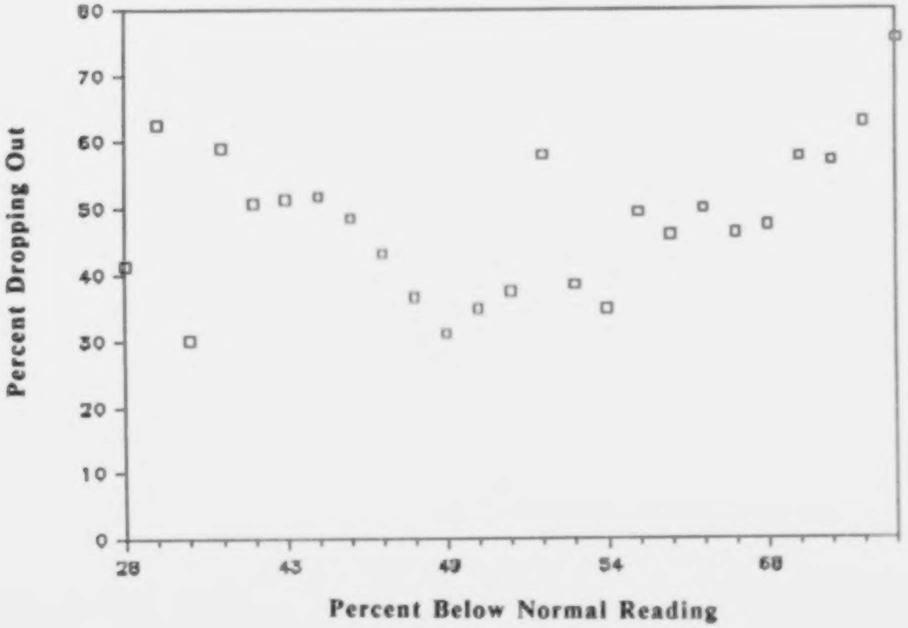


Table 9: Dropout Rate Predictors - Hispanic Schools

	Below Norm Reading	Overage	Low Income
Dropout Rate	0.443	0.113	0.209
Below Normal Reading		0.274	-0.056
Overage			0.144

** < .001
 * < .01

n = 25

SECTION FOUR: THE EFFECTS OF RETENTION (NON-PROMOTION)

The Chicago Panel's original study, *Dropouts From The Chicago Public Schools* (1985) established that ill-preparedness and the proportion of overage students entering high schools directly affect the dropout rate for that school. It associated overage freshmen with elementary school retention. It appears that retention magnifies the effects of poor elementary school preparation, and significantly increases the likelihood a student will drop out. Students who tested below normal in reading and were overage dropped out of Chicago's high schools at very high rates (63.4%). Normal aged students who were reading below normal dropped out at significantly lower rates (49.6%). The retention of ill-prepared students, far from increasing the chances of eventual school success, appears to have produced higher dropout rates in later years. Data from the elementary schools shows that the retention policy was not evenly or uniformly applied throughout the Chicago Public Schools; principals in predominantly White schools were less likely to use retention extensively.

In the high school level study, the Panel found that the dropout rate for the Class of 1984 (39%) had declined significantly from that of the Class of 1982 (43%). Further analysis revealed that this sharp reduction was directly related to a tougher promotion policy applied to eighth graders in 1980 which resulted in a large decrease in normal aged below normal readers entering ninth grade that fall. Since those retained students would then become part of the Class of 1985 as overage entrants, with a higher risk of dropping out, the Panel predicted that the dropout rate for the Class of 1985 would be 45%. The Board of Education has recently released its follow-up study for the Class of 1985, *Longitudinal Trend Analysis of the Class of 1985* (Chicago Board of Education, 1987), which established the dropout rate for the Class of 1985 at 44.9%. The Board's study reinforced the importance of the effects of retention on the higher dropout rate for this class.

In this study of elementary schools, the Panel has addressed the questions of:

a) whether it can be shown that differential use of retention in the elementary schools affects the dropout rate, and
b) whether retention in the elementary schools has an adverse effect upon the eventual dropout rate in high schools.

The data collected for this study were not explicitly designed to test the effects of retention, and thus are not as sophisticates as those included in the Board's recent report. However, they do underline the findings in both of these previous studies that retention increases eventual dropout rates. To assess the effects of the retention policy on elementary students in the Chicago Public Schools, two groups of schools were compared. Both groups had similar median third grade reading scores but large differences in the proportions of overage eighth grade graduates. There were significant effects on the eventual dropout rates for these two groups.

The median third grade reading score for the Class of 1982 (in third grade during the 1972-73 school year) was 3.0; the national norm for such students would be 3.8 (third year, eighth month, since the tests were given in April). The 150 elementary schools with median scores between 2.5 and 3.5 were sorted into three groups: the 46 schools with more than 30% of their students overage at eighth grade; schools with between 10% and 29% overage; and the 30 schools with fewer than 10% overage. An analysis of the groups of schools with low and high proportions of overage eighth graders was then possible. (See Table A-6 in the appendix for a listing of these schools.)

A. Aggressive Retention Policies Contribute to Increased Dropout Rates

There were significant differences between the aggregated students who attended these schools and between the ranges of performance of the students in the schools in each group. The group of schools with low retention rates had a *higher* proportion of below normal eighth grade readers (48.8%) than did the schools with more retainees (46.6%). Since the proportion of below normal readers in the eighth grade is the best indicator of eventual dropout rates, it would be expected that the group with the higher proportion of such readers would have the higher dropout rate. The Anticipated Dropout Rate, based only on percent reading below normal, indicates that the low retention schools would be expected to have a higher dropout rate (45.4% vs. 43.3% for the high retention schools). However, the low retention schools actually had a lower aggregate dropout rate (45.1% compared to a rate of 47.7% for the high rate schools). The effect of the higher proportion of overage students was to reverse the expected differences in dropout rates.

Table 10: Aggregate Effects of Retention

	Low Retention Schools	High Retention Schools
Median Third Grade Reading Level	2.9	2.9
Below Normal Reading Eighth Grade	48.8%	46.6%
Anticipated Dropout Rate *	45.4%	43.3%
Overage Eighth Grade	6.9%	44.0%
Eventual Dropout Rate	45.1%	47.7%

*Anticipated rate based on effect of proportion at Below Normal Reading only

When the groups of schools were compared for the range of differences on various measures, the differences were found to be statistically significant. Table 11 presents the results of t-tests comparing the ranges of scores on each variable. The median third grade reading scores for these groups of schools were similar, as a result of the selection process. There are small but significant differences on median reading scores at the fifth and eighth grade levels, with the low retention group having higher median scores, even while the proportion of below normal readers at the eighth grade level was higher for this group. As has already been mentioned, the aggregate dropout rate was lower for the low retention group of schools. All of these differences, for groups of schools which started out similarly in the third grade, are statistically significant.

Table 11: Elementary Schools Compared for Effects of Retention
Schools with Similar Third Grade Reading Scores
But Different Levels of Overage Eighth Graders

	Low Retention Schools	High Retention Schools	t-Value	t-Value Probability *
Third Grade Median Reading	2.9	2.9	0.74	0.462
Fifth Grade Median Reading	4.8	4.6	2.60	0.011 *
Eighth Grade Median Reading	6.8	6.5	2.05	0.044 *
Eighth Grade Overage	6.9%	44.0%	-16.85	0.000 *
Eventual Dropout Rate	45.1%	47.7%	-2.07	0.043 *

* t-Value probabilities of less than 0.050 are considered significant

B. Differential Use of Retention Policy

Comparing the lists of schools included in the two groups of schools (See Table A-6 in the appendix), it is obvious that schools with similar median reading levels in the third grade made dramatically different use of non-promotion. Table 11 demonstrated that that difference in use of retention has had harmful effects in increasing the dropout rate. With one exception, the differential use of retention seems to reflect local policy choice, probably reflecting the principal's position, more than student characteristics. There were no significant differences in the use of retention based on the proportion of low income students enrolled, or on the proportion of Blacks or Hispanics. However, there were significant differences in the use of retention among predominantly White schools. There were 12 majority White schools among the 76 schools in the high and low retention groups; 9 of the 12 used retention very sparingly. The only significant t-value on Table 12 is for the percentage of White students in the low vs. high retention groups.

Table 12: Elementary Schools Compared for Effects of Retention Differences in Student Characteristics

	Low Retention Schools	High Retention Schools	t-Value	t-Value Probability *
Low Income	44.6%	49.1%	-0.89	0.378
Percent White	17.3%	7.5%	2.10	0.042 *
Percent Black	65.4%	73.3%	-0.96	0.339
Percent Hispanic	16.1%	18.7%	-0.95	0.347

* t-Value probabilities of less than 0.050 are considered significant

The data from Tables 11 and 12 strongly suggest that retention multiplies the dropout problem. The data show that principals and teachers were less likely to use retention in predominantly White elementary schools. This suggests that non-academic, culturally biased criteria may have been used to govern the implementation of retention policies within some schools.

SECTION FIVE: THE DROPOUT RATE AND ELEMENTARY SCHOOL STAFFING

Chicago's elementary schools differ significantly in their percentages of students with low reading scores, low income backgrounds, and high retention rates -- factors which have been shown to be strongly correlated with dropout rates. Clearly Chicago's elementary schools differ greatly in their ability to adequately prepare students for successful high school work. One measure of a school's ability to produce adequately prepared students is the quality of instruction its students receive.

The quality of the teaching staff at a given school should have an effect on student achievement and eventual dropout rates. While quality, *per se*, cannot be easily quantified, the "years of experience" of a school's teaching staff has been used as an indicator of teaching ability. While such a measure has obvious drawbacks (some teachers have 30 years of experience, while others have one year of experience repeated 30 times), it can help to provide, along with other information, a limited portrait of a school's staff.

A. Teaching Experience Varies Widely Among Elementary Schools

Years of experience of the teaching staff vary widely among the system's elementary schools. Nearly 50% of the staff at Plamondon Elementary School in District 8 had less than six years of experience in the 1977-78 school year, and fully one quarter of its staff was in the first year of teaching. Fifteen other schools had at least 15% of their faculties in the first year of teaching. By contrast, 63% of the teachers at Hurley School in District 15 had thirteen or more years of teaching experience. Hurley was just one of a number of schools with high levels of experienced teachers; at 77 other elementary schools, more than half the teachers had 13 or more years of teaching experience.

Table 13 demonstrates the range of teaching experience at city elementary schools. It includes schools with the most teacher experience and those with the least. It also provides information on the racial composition of students and teachers and the dropout rate at each school. A complete listing of these data for each school in this study can be found in the appendix at Table A-7. Table 13 shows the schools with highest and lowest percent of their faculty with more than twelve years experience. It lists the percent of teachers in each elementary school in their first year of teaching, the percent with one to five years of experience, with six to twelve years of experience, and with thirteen or more years of experience. It also provides data on the racial composition of the faculty, but the Board of Education was unable to provide a breakdown of teacher experience by race.

Table 13: Schools with the Most and Least Experienced Teaching Staffs

Table 13a: Most Experienced Faculties, Elementary Schools 1978

	UNIT	SCHOOL	DIST	TEACHER YEARS EXPERIENCE Under One	One to Five	Six to Twelve	Over Twelve	CLASS OF 1982 DROPOUT RATE
1	3150	EBINGER	1	3%	8%	11%	79%	17.5%
2	5120	NORWOOD PARK	1	0%	24%	0%	76%	11.8%
3	6030	STEVENSON	15	0%	16%	8%	76%	12.6%
4	2790	CLAY	20	2%	7%	18%	73%	20.4%
5	2380	BRIDGE	1	0%	5%	23%	72%	30.3%
6	3020	DEVER	4	4%	16%	8%	72%	21.8%
7	6240	TWAIN	12	0%	18%	11%	71%	23.4%
8	6120	SUTHERLAND	18	0%	9%	22%	70%	0.0%
9	3510	GARVEY	1	3%	13%	16%	69%	13.3%
10	4940	MOUNT GREENWOOD	18	7%	21%	3%	69%	36.0%
11	2980	DAWES	15	3%	13%	18%	68%	6.4%
12	3080	DORE	12	5%	7%	20%	68%	44.0%
13	3081	DORE BR	12	5%	7%	20%	68%	15.0%
14	3360	FISKE	14	0%	12%	21%	68%	37.8%
15	3180	EDISON *	1	15%	6%	12%	67%	25.8%
16	4040	HOOKWAY *	16	3%	10%	21%	67%	35.6%
17	5200	ORIOLE PARK	1	0%	25%	8%	67%	14.3%
18	5960	SMYSER	1	0%	21%	13%	67%	21.6%
19	2620	CANTY	1	7%	18%	9%	66%	23.5%
20	2260	BELDING	1	3%	22%	11%	65%	33.3%

Table 13b: Least Experienced Faculties

	UNIT	SCHOOL	DIST	Under One	One to Five	Six to Twelve	Over Twelve	DROPOUT RATE
351	7190	MELODY	7	1%	31%	56%	11%	33.8%
352	6930	PADEREWSKI	10	0%	24%	65%	11%	54.3%
353	5680	RYERSON	5	3%	29%	57%	11%	38.1%
354	7780	FRAZIER	10	0%	16%	73%	10%	51.7%
355	4060	HOWE	4	5%	44%	41%	10%	54.8%
356	4670	MAY	7	4%	34%	51%	10%	52.9%
357	2610	CAMERON	5	6%	39%	46%	9%	39.5%
358	5950	SCHMID	19	16%	27%	49%	9%	40.0%
359	8020	BETHUNE	8	1%	19%	71%	8%	48.6%
360	2910	CORKERY	10	8%	22%	62%	8%	38.5%
361	2940	CROWN COMM ACDMY	10	8%	22%	62%	8%	36.7%
362	2330	JOPLIN	15	0%	49%	43%	8%	38.3%
363	5330	PEABODY	6	0%	39%	53%	8%	44.7%
364	6630	DOUGLASS MIDDLE	7	4%	44%	44%	7%	41.4%
365	3130	EARLE	15	0%	26%	67%	7%	51.7%
366	5050	NASH	7	7%	42%	44%	7%	51.4%
367	6740	DETT	9	0%	25%	69%	6%	18.9%
368	5230	O'TOOLE	15	1%	39%	55%	6%	51.3%
369	4100	CULLEN	20	5%	32%	59%	3%	23.3%
370	6550	BOND	16	3%	20%	53%	2%	41.7%

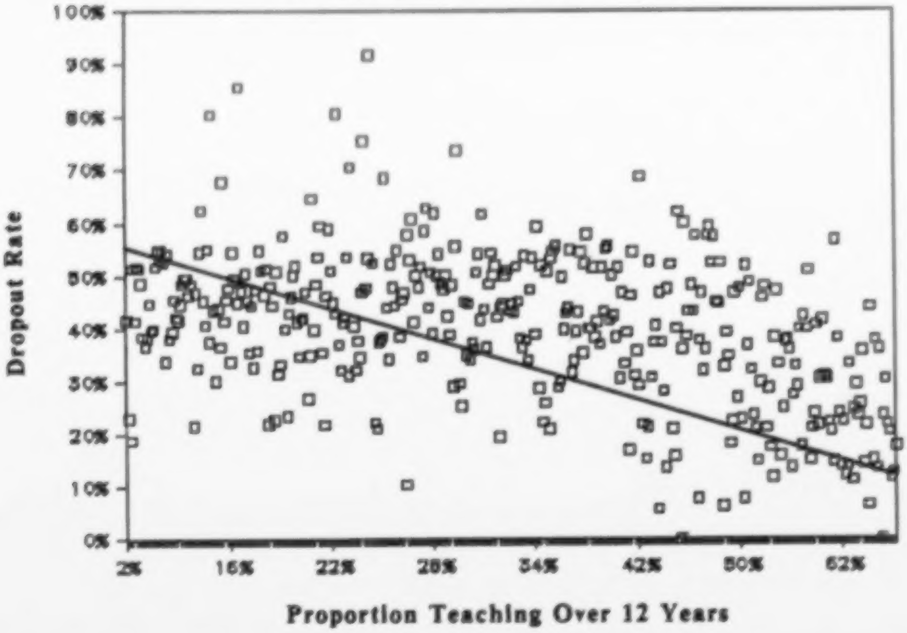
B. Schools with High Dropout Rates had Less Experienced Staffs

Figure 13 shows the relationship between teacher experience and the eventual dropout rate attributed to each elementary school. As the percent of teachers with more than 13 years of experience rises, the dropout rate declines. As demonstrated below, the level of teacher experience at a school is also related to other factors which contribute directly to a school's dropout rate.

Figure 13

FACULTY EXPERIENCE AND DROPOUT RATES

Chicago Elementary Schools, 1978



Elementary schools with low dropout rates had disproportionately high levels of teacher experience. Schools with high dropout rates had the highest number of staff in their first year of teaching. Thus, brand new, inexperienced teachers were regularly assigned to those schools with the worst eventual dropout rates, those in most need of extra teaching skill. The most skilled teachers disproportionately were able to avoid assignment to these most needy schools. These patterns were confirmed by the statistical analysis presented in Table 14. However, no pattern could be discerned for teachers with one to five years of experience; teachers with six to twelve years of experience were disproportionately assigned to schools with higher dropout rates.

Table 14: Teacher Experience and the Dropout Rate

Teacher Experience:	Dropout Rate	Below Norm Reading	Overage	Low Income
Thirteen or more years	-0.450**	-0.553**	-0.250**	-0.380**
Six to twelve years	0.252**	0.457**	0.051	0.548**
One to five years	0.031	0.131*	-0.083	0.147*
Less than one year	0.232**	0.150**	0.058	0.153

It should be noted that while less experienced teachers were found in schools with high dropout rates, there is no statistically significant relationship between the percent of teachers with one to five years of experience and the dropout rate. These findings suggest that those teachers just entering the Chicago Public School system were assigned to schools with the highest dropout rates, those which were least successful in preparing their students for high school work. In contrast, the most experienced teachers, those with the most seniority and with the most knowledge of the system, were able to avoid those schools with poor achievement levels and to gain assignment to elementary schools perceived to be the best in the system. Thus, teacher assignment practices then contained in the Board's agreement with the teachers union effectively denied the students most in need of experienced teachers this valuable educational resource.

Different levels of teaching experience are also associated with the other factors which contribute to the dropout rate. Teachers with the highest experience were not likely to be found teaching in schools with high proportions of students reading at below normal rates (r = -.553**), students who were overage (r = -.250**), or students from low income families (r = -.380**). Schools with high proportions of below normal readers were most likely to have high numbers of teachers with six to twelve years of experience (r = .457**) and more moderate numbers of teachers with less than six years of experience (r = .131*). As expected, the same pattern held for schools with high proportions of low income students. Interestingly, while schools with highly experienced staffs did not retain many students, there was no significant pattern of teacher experience among schools with higher proportions of overage eighth graders.

When examined in historical context, this pattern of teacher experience takes on added significance. Teachers who entered the Chicago Public School system between 1966 and 1972, a period when teachers were in short supply, when larger numbers of minorities were first graduating from college and being employed by the system, and when standards were relaxed when not enough competent candidates could be found to fill classroom needs, were generally assigned to elementary schools which were filled with low income students, in which students were achieving quite poorly. These schools then produced high proportions of students who left eighth grade reading at below normal levels and eventually dropped out of high school. By contrast, those teachers who had entered the system before 1966 were able to escape from these schools with their more challenging teaching conditions and were assigned to schools with higher student achievement, fewer low income children, and fewer retained students. As will be demonstrated shortly, there was also a high degree of correlation between the racial composition of the faculty and the racial composition of these schools.

C. Staff and Students were Matched by Race

In the 1978 there was a clear relationship between the racial composition of an elementary school's staff and the race of its students. Figures 14 and 15 show the matching of staff to students by race. Figure 14 shows that in schools with more than 50% White students, the teaching staff was generally also above 50% White. By contrast, as shown in Figure 15, when schools were more than 50% Black, so generally, were the teachers.

Figure 14

STUDENT - TEACHER RACE, 1978

Percent White Teachers vs. Students

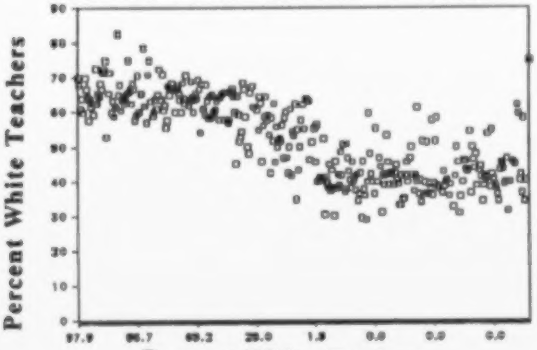
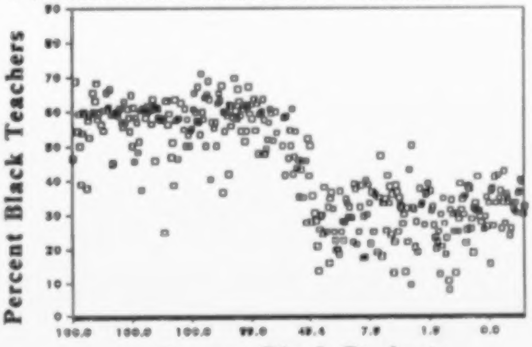


Figure 15

STUDENT - TEACHER RACE, 1978

Percent Black Teachers vs. Students



The matching of staff and students by race is confirmed by statistical analysis. Table 15 shows the correlation coefficients between the race of teachers and that of students in elementary schools for the 1977-78 school year.

Table 15: Racial Composition of Faculty and Students Elementary Schools, 1977-78

	White Students	Black Students	Hispanic Students	Other Students
White Teachers	0.797**	-0.829**	0.303**	0.336**
Black Teachers	-0.632**	0.865**	-0.609**	-0.408**
Hispanic Teachers	-0.035	-0.423**	0.844**	0.105
Other Teachers	0.171**	-0.298**	0.201**	0.560**

** < .001
* < .01

n = 350

This table shows how closely staff assignments matched student racial characteristics. The coefficients on the diagonal, which represent the matching of staff and student race, are all very high and significant to the level that there is less than one chance in one thousand that such distributions occurred randomly. In addition to the positive relationships for racial matches, there was an exceedingly strong negative correlation (r = -.829**) between Black students and White teachers, meaning that White teachers were disproportionately not assigned to predominantly Black schools. There were similarly high and negative correlation coefficients between Black teachers and White (r = -.632**) and Hispanic (r = -.609**) student bodies; Black teachers were disproportionately not assigned to teach in schools with high proportions of White or Hispanic students. This table indicates there was a purposeful matching of teacher and student racial compositions at that time. It should be noted that these data were for teacher assignments *after* the first round of desegregation inspired teacher reassignments. Thus, this first effort at staff desegregation still left the system with faculties which largely matched the racial composition of the elementary school student bodies.

D. Summary: Staffing Patterns Exacerbated the Dropout Problem

Three important conclusions can be derived from this analysis of staffing in Chicago elementary schools. First, those teachers with the highest levels of experience were assigned to schools in which student achievement was high, students were adequately prepared, and as a result, from which students were successful in their high school careers. The most experienced teachers taught in those elementary schools in which there were fewer students reading below normal, fewer overage students, and fewer low income students. Second, teachers with less experience, particularly those with six to twelve years experience and brand new teachers, were assigned primarily to elementary schools with high numbers of low income students who ended up leaving eighth grade reading at below normal levels and eventually dropping out of high school. Finally, teaching assignments in the elementary schools showed a clear pattern of racial matching: Black students in elementary schools were instructed primarily by Black teachers, White students by White teachers, and Hispanic students by Hispanic teachers.

SECTION SIX: EFFECTS OF SCHOOLS SIZE AND GRADE ORGANIZATION

Chicago's elementary schools are of different size and types. A relevant initial question is whether the size of the elementary school a student attended had any positive or adverse effect on the preparedness of students or the eventual dropout rate. This question can be partly answered by examining the simple correlations between the size of the eighth grade class and the other variables analyzed in this study. The simple correlation coefficients are:

Table 16: Relationship of Grade Size to Other Variables

	Size of Grade 8
Dropout Rate	0.167 **
Below Normal Reading	0.367 **
Overage	0.155 **
Low Income	0.356 **
Percent White	-0.364 **
Percent Black	0.339 **
Percent Hispanic	-0.074
Percent Other	-0.136 *

The size of the elementary schools (as measured the size of the eighth grade class) is associated with both the dropout rate, and the factors which underlie the dropout rate. The size of the school is moderately and positively correlated to the dropout rate, but much more strongly associated with the number of students who are reading below normal and the levels of low income students. Size is also strong related to the racial distribution of students. The size of the school is negatively associated with the percentage of White students in the school, but positively correlated (at the same level of magnitude) for the percentage of Black students. White and more middle income areas had smaller schools which more adequately prepared students and produced fewer dropouts from the Chicago Public Schools. Black and poorer communities were served by larger elementary schools, schools which were less successful in satisfactorily preparing students and which produced more dropouts from the public schools.

Chicago's elementary schools are not all organized similarly. The most common form of elementary school organization is the K-8 school (Kindergarten to eighth grade). In the sample of schools used in this study, these K-8 elementary schools number 320 out of 381 total elementary schools (84%). The other important form of elementary school in our sample is the middle school. There are several forms of middle schools, including schools with fifth to eighth grades, sixth to eighth grades, seventh and eighth grades, schools with just eighth grades, and some schools with eighth and ninth grades. These middle schools total 36 out of our total sample of 381 (9%). Not included in this study are the more than seventy elementary schools which do not extend to eighth grade.

While K-8 and middle schools are the primary *formal* forms of elementary school organization in the Chicago Public Schools, another "de facto" form of elementary school has also developed. Some of the K-8 schools receive students from the K-3, K 5, and K-6 elementary schools. Thus, in these K-8 schools, many new students enter in the sixth or seventh grade. These K-8 schools are acting as "de facto" middle schools. To identify these schools, data for the eighth and fifth grades of each elementary school in our sample were collected. If the size of the eighth grade class was significantly larger than that of the fifth grade class (more than 150% larger), it was concluded that these K-8 schools were acting as middle schools.

These different types of formal or "de facto" elementary school organization capture different types of schooling experiences to students attending these schools. A child entering and eventually graduating from a K-8 school enters with a cohort of students and passes through that same school with little or no change in the type of elementary school experience. The student experiences the same type of administration, the same type of teachers, the same set of expectations, etc., with some degree of uniformity throughout the entirety of his/her formative educational years. In contrast, a child who enters a K-6 school and then transfers to a middle school has a different type of elementary school experience. Such a student will probably experience a change in schools, teachers, and principal. The student may also experience change in transportation to and from school and probably a change in the number of classmates. Lastly, the experiences of students in those K-8 schools that act as "de facto" middle schools will be different still. For some students in these schools, the stability of attending the same schools throughout the elementary years will be somewhat disrupted by the entry of many new students who are transferring in from K 5 or K-6 schools. For these entering students in these "de facto" middle schools, their experiences will also be different from those students transferring to a formally organized middle school. They will enter a school in which a substantial proportion of the students are already well acclimated to the schools, its teachers, and administration.

The central question to be address in this section is whether the type and organization of elementary schools had any observable effect on the eventual dropout rate. Additionally, the correlation of school organization with important factors which have been identified as important contributors to the dropout rate: below normal reading scores, percent overage, number of low income students, and the racial composition of the schools.

The comparison between K-8 and middle schools, omitting from consideration the EVGCs and other special schools, for the class of 1982 are presented on Table 17. This shows the result of t-tests analyzing the differences between the K-8 and the middle schools for dropout rates, race, the important determinants of the dropout rate, teaching experience, and transfer patterns between the elementary and high schools. The information shown here provides the mean score on each variable for the middle schools, the K-8 schools, the t-value, and the probability that the difference in the means calculated are significant. The results presented on Table 17 show that there are some clear differences between the middle and K-8 schools. On many measures there are statistically significant differences between the middle and the K-8 schools for the class of 1982. The observed difference of a mean dropout rate for the middle schools of 45.2% is higher than the mean dropout rate of 38.9% in the K-8 schools. Additionally, there are sharp differences in the level of students reading below normal (57.0% compared to 38.7%), and the level of poverty in these two types of schools (the middle schools have a mean low income level of 56.6% compared to a mean poverty level of just 31.3% in the K-8 schools).

Table 17: Differences Between Types of Elementary Schools, Dropout Rates and Other Variables, Chicago Public Schools

Variable	Mean Middle School	Mean All K-8 School	t-value	Probability t-value #
Dropout Rate	45.2	38.9	2.42	0.016 #
Below Normal Reading Scores	57.0	38.7	4.07	0.000 #
Overage	29.1	21.1	3.16	0.002 #
Low Income	56.6	31.3	4.54	0.000 #
Percent White	7.9	34.5	-3.40	0.001 #
Percent Black	72.4	50.1	1.88	0.061
Percent Hispanic	18.7	12.9	1.94	0.054
High Teaching Experience	27.5	34.8	-2.26	0.025 #
Low Teaching Experience	73.0	61.7	2.81	0.005 #
Feeder to Number of High Schools	21.4	11.6	7.25	0.000 #
Average Number of Students Sent	9.8	6.4	3.66	0.000 #

# t-value probabilities of less than 0.050 are considered significant

The racial composition of the different type of elementary schools are different. The middle schools are heavily Black, with very small White enrollments (7.8%). The K-8 schools tend to be somewhat more balanced racially. However, it is important to note that there is no significant difference in the number of Hispanic students in the middle as opposed to K-8 schools.

There are clear differences between the levels of teaching experience between the middle and elementary schools in the 1977 1978 school year. The middle schools have fewer teachers with high levels of teaching experience (27.5%) and more teachers with few years of teaching (73.0%). The elementary schools in this sample had significantly higher proportions of teachers with many years experience (34.8%). Lastly, the evidence on Table 17 shows statistically significant differences in the sending patterns of Chicago middle and elementary schools. Similar to findings examining the sending patterns for the total sample, the middle schools, with the higher dropout rates, sent their students to an average of 20 high schools compared to just 11 for the K-8 schools. The average number of students sent was also higher for the middle schools, again replicating the findings of the sending patterns noted above.

Table 18 provides the findings comparing the dropout rates, reading scores, percent overage percent from low income families, racial composition, teaching experience, and sending patterns for the K-8 schools that were only K-8 elementary schools, and those K-8 schools which acted as "de facto" middle schools (those whose eighth grade class was 50% larger than the fifth grade class). The results presented on Table 18 indicate that there are significant differences in the outcomes and preparation of students in these different educational settings. Those schools which act as "de facto" middle schools produce lower dropout rates (36%) compared to the straight K-8 schools (42.6%). The "de facto" middle schools have fewer students reading below normal (34.5%) and slightly fewer students from low income families. These "de facto" middle schools had a higher proportion of White students (39.8) and a lower level of Black students (43.8%) than the straight K-8 elementary schools. There was no significant difference in the number of Hispanic students in these two types of schools.

Finally, the "de facto" middle schools had teachers with more years experience than the K-8 schools (38% compared to 32%) and slightly fewer teachers with low levels of experience. The feeder pattern between the "de facto" middle schools and the high schools, and that between the straight K-8 and the high schools were very similar.

Table 18: Differences Between K-8 Schools, Dropout Rates and Other Variables, Chicago Public Schools

Variable	Mean K-8 School	Mean De Facto Middle School	t-Value	Probability t-value #
Dropout Rate	42.6	36.0	3.64	0.000 #
Below Normal Reading Scores	43.7	34.5	4.08	0.000 #
Overage	22.3	24.8	-1.43	0.153
Low Income	36.7	28.6	2.72	0.007 #
White%	26.6	39.8	-3.16	0.002 #
Black%	57.8	43.8	2.71	0.007 #
Hispanic%	13.2	13.7	-0.20	0.843
High Teaching Experience%	32.1	38.0	-2.94	0.003 #
Low Teaching Experience%	65.7	57.0	3.87	0.000 #
Feeder to Number of High Schools	12.7	12.7	-0.01	0.996
Average Number of Students Sent	6.1	7.6	-2.86	0.004 #

t-value probabilities of less than 0.050 are considered significant

SECTION SEVEN: SENDING PATTERNS FROM ELEMENTARY TO HIGH SCHOOLS

In order to assess more accurately the patterns of student success and failure in high school, the Panel also examined the sending patterns between elementary schools and high schools for the Class of 1982. Information was collected on the number of high schools to which each elementary school sent graduates and on the average number of students sent to each high school.

The number of high schools to which elementary schools sent their graduates varied widely from only one to 32. On the average, Chicago elementary schools sent their students to 9 different high schools. Typically, an elementary school fed most of its students to four to six high schools, and fed relatively small numbers to another half dozen. The number of students sent to high schools from a typical Chicago eighth grade class of 73 students ranged from a low of 1.6 students to each of 17 high schools to a high of 94 students from Dawes elementary to just one high school (Bogan). Obviously, an inverse relationship exists between the number of high schools fed and the average number of students sent to each school.

Seven elementary schools sent their eighth graders to only one high school: Ebinger, (to Roosevelt in District 1), Norwood Park, (to Roosevelt in District 1), Wildwood, (to Taft in District 1), Carroll, Dawes, and Owen, (all to Bogan in District 15), and Grissom, (to Washington in District 20). Dropout rates at these predominantly White (85% or above) schools ranged from 6.4% (Dawes) to 21.1% (Owen). At the other extreme, Douglass Middle School, 99.4% Black, located in District 7 on the Westside, primarily sent students to Austin High, but also sent students to 31 other high schools across the city; its dropout rate was 43.4%. The distribution of elementary schools sending to high schools was:

Table 19: Elementary School Sending Patterns

Number of Receiving High Schools	Number of Sending Elementaries	Cumulative Proportion of All Senders
1 - 5	97	25.5%
6 - 8	98	57.2%
9 - 12	100	77.4%
13 - 20	75	97.1%
21 - 32	11	100.0%

A. Feeder Patterns Vary By Race and Income

The basic feeder patters of elementary schools vary directly with the race and income levels of schools. Predominantly White schools sent their students to only a few high schools; Hispanic schools sent their students to a slightly larger number of high schools. Black elementary schools, however, sent their students to many different high schools. Similarly, schools with higher proportions of low income students sent their graduates to many different high schools. To some extent, these differences may reflect higher residential mobility rates in poorer Black neighborhoods. However, a more likely explanation can be found in the differing opportunities offered White and Black students during the 1970s (see on, Section D).

Table 20: High School Feeder Patterns by Race and Income

	Ave. No. High Schools	Ave. No. Students Sent	Ave. Per High School
Predominantly White (93 Schools)	3.9	47.5	12.2
Predominantly Hispanic (25 Schools)	8.5	89.1	10.5
Predominantly Black (191 Schools)	12.1	90.4	7.5
Under 20% Low Income Students (140 Schools)	6.1	51.0	8.4
Moderate Low Income Students (120 Schools)	9.2	23.3	7.9
Over 50% Low Income Students (122 Schools)	12.6	96.5	7.7

B. Sending Patterns Vary According to Geographic Location

Sending patterns vary significantly according to the part of the city in which an elementary school is located. When school districts were grouped geographically and socio-economically, some clear patterns emerged. The average school in the northwestside area of District 1, on the fringe of the city, sent its graduates to only four different high schools. In contrast, on average, the elementary schools in the Southside inner-city neighborhoods served by Districts 11, 13, 14, 16, and 17, sent their eighth grade graduates to 12 different schools, as many schools as in District 1. In general, elementary schools in lakefront districts sent their graduates to fewer high schools while the inner-city elementary schools sent their graduates to more. (See Table A-9 in the Appendix)

Table 21: Feeder Patterns by Areas of the City

Geographically:	Ave. Number High Schools	Average Number Students Sent
North (Districts 1,2,3)	6.0	49.0
Northwest (Dist. 4,5,6)	8.0	69.0
West (Dist. 7,8,9,10)	12.0	79.0
Southwest (Dist. 12,15,18)	8.0	74.0
Near South (Dist. 11,13,14,16,17)	12.0	85.0
Far South (Dist. 19, 20)	8.0	86.0
Fringe of City (Dist. 1,4,12,15,18)	7.0	59.0
Lakefront (Dist. 2,3,14)	8.0	55.0
Inner City (Dist. 5,6,7,8,9,10,11,13, 16,17,19,20)	11.0	83.0

C. Sending Patterns Vary with Dropout Rates

When the 381 elementary schools were analyzed for relationships between the sending patters and dropout rates and other important school variables, it was found (see Table 22) that the dropout rate increased when the number of high schools fed did (r = 0.36). The larger the number of high schools fed, the higher the dropout rate was likely to be. Schools with poorer achieving students also sent their students to more high schools. There were high correlations between the number of high schools fed and the proportion of eighth graders reading below normal (r = 0.51), the percent overage (r = 0.17), and, inversely, fifth (r = -0.43) grade reading median reading scores. Thus, the picture which emerges is that schools located in poor, minority neighborhoods, which graduated ill-prepared students, sent their students to many more high schools than did those serving more affluent, White neighborhoods which produced more adequately prepared students.

Table 22: Feeder Patterns to High Schools Relationships to Dropout Rates and School Characteristics (Pearson's r)

	Number of Schools Fed	Average Number of Students
Dropout Rate	0.36 **	0.29 **
Overage	0.17 **	0.17 **
Below Normal Reading	0.51 **	0.10
Fifth Grade Median Reading	-0.43 **	-0.16 **
Third Grade Median Reading	0.04	0.01
Low Income	0.51 **	0.07
Percent White	-0.65 **	-0.31 **
Percent Black	0.61 **	0.25 **
Percent Hispanic	-0.14 *	0.01
Limited English	-0.17 **	-0.06

** $p < 0.001$
* $p < 0.01$
n - 378

Sending patterns between elementary and different types of high schools in the Chicago system display sharp variances. Chicago's high schools can usefully be separated into two groups: the third with the lowest dropout rates, and all other high schools. The sending patterns between elementary schools and these two groups of high schools are examined in Table 22a. Comparing these sending patterns confirms the findings of Table 22. The evidence here suggests that students from schools with high proportions reading below normal tend to attend the high schools with higher dropout rates; students from schools with larger numbers reading at or above normal tend to attend high schools with low dropout rates. Also students from schools with high incidence of poverty tend not to attend the best high schools; neither do students from heavily minority elementary schools. Students from poor Black and poor Hispanic elementary schools are tracked into the high schools with the highest dropout rates.

Table 22a: Feeder Patterns to Different Types of High Schools Relationships to Dropout Rates and School Characteristics (Pearson's r)

	Average Number of Students Sent	
	Low Dropout High Schools	All Other High Schools
Dropout Rate	-0.45 **	0.25 **
Overage	0.18 **	0.17 **
Below Normal Reading	-0.40 **	0.30 **
Fifth Grade Median Reading	0.22 **	-0.18 **
Third Grade Median Reading	0.06	0.03
Low Income	-0.31 **	0.16 **
Percent White	0.41 **	-0.07
Percent Black	-0.27 **	-0.04 **
Percent Hispanic	-0.14 *	0.23 **
Limited English	-0.10	0.17

** p< 0.001
* p< 0.01
n = 378

D. The Opportunities Provided to Black and White Students Were Significantly Different

The Chicago Public Schools provided different institutional options for students (and their parents), largely on the basis of their race, income level, and neighborhood of residence. This study has already shown that there are three levels of elementary schools: those adequately preparing their students (with resulting low dropout rates); those which are primarily holding pens for the least prepared students, either by design or inadvertantly (with dropout rates well above 50%); and the 70% of schools which produced students generally ill-prepared for high school (with dropout rates between 29% and 54%). The data in this section demonstrate that there was a further difference in opportunities offered to these students.

It is important to stress that during the 1970s Chicago was a very segregated city with a segregated school system. The strong negative correlation between the percent White and percent Black students in elementary schools has already been presented. The extreme racial separation provided different institutional opportunities to White families, living primarily on the fringes of the city and along the lakefront, and Black families, living primarily in the inner city. For inner city parents, the system provided a series of selective schools (both academic and vocational) which offered an attractive alternative for the best prepared elementary school students. However, these schools were predominantly attended by minorities. For White students who wanted to attend predominantly White high schools, only Lane Tech and Prosser Vocational met this criterion.

Thus, for Whites seeking to avoid integration within the public schools, the institutional structure of education in Chicago forced White students into a very few neighborhood, predominantly White high schools. If parents of these students wanted to assure their children of a good education, they were forced to focus their activities *collectively* to improve the elementary and high schools in their neighborhoods. This was the only viable opportunity available to such White parents. It was in their interest to make sure that their community schools were staffed adequately and that the elementary schools adequately prepared all of their students for high school. The fact that these elementary schools sent their graduates to only a few high schools reflects the institutional choices made available to their communities by the school system.

But this same school system provided a completely different opportunity structure for Black inner city students and others willing to attend integrated or predominantly minority schools. Elite high schools were developed for the best prepared inner city elementary school students. Only students with high grades and high test scores were admitted to these schools. Thus, the best chance for Black students to improve their educational opportunities was not in improving their neighborhood schools, but in escaping from them into the elite high schools. Because the school system offered enhanced opportunities for individuals, the choice for Black parents was between trying to band together with other parents to improve the quality of their neighborhood schools or utilizing the escape opportunities provided by the system. Given the segregation of the system and the ability of more experienced teachers to avoid inner city minority schools, it was much easier to utilize the assured benefits of the selective high schools. Ambitious inner city parents could more easily get their children admitted to these select schools than they could reform inner city neighborhood schools staffed with less experienced faculties. The availability of such escape options reduced the likelihood of community solutions to school problems and produced the widespread sending patterns from inner city elementary schools.

When sending patterns from elementary schools to the system's elite high schools (the 21 with the lowest rates, See Table A-10 in the Appendix) were examined, the divergent patterns become apparent. More than half of all Chicago elementary schools (217, 57.0%) sent only a small portion of their eighth grade students (30% or fewer) to these elite high schools. The eventual school success for these 2,497 students (14% of all entering freshmen) was significantly different than for their 13,824 classmates attending other high schools. The dropout rate for these "skimmed off" students was 26.2% compared to 51.3% for their peers who entered neighborhood high schools. It was clearly a better strategy for parents whose children attended these inner-city elementary schools to avoid sending their students to the neighborhood high school, where most of their classmates were going and a majority of whom would eventually drop out.

Table 23: Effect of Sending to Elite High Schools
Elementary School Sending Patterns, 1978, Chicago Public Schools

PROPORTION SENT TO ELITE SCHOOLS	NUMBER OF SENDING SCHOOLS	TOTAL STUDENTS TO ALL SCHOOLS	PERCENT OF ALL SENT STUDENTS	STUDENTS SENT TO ELITE SCHOOLS	STUDENTS SENT TO REST OF SCHOOLS	DROPOUT RATE ELITE SCHOOLS	DROPOUT RATE REST OF SCHOOLS
Under:							
0.0%	7	397	1.4%	0	397	n/a	57.9%
10.0%	55	4,484	16.1%	250	4,234	31.2%	53.4%
20.0%	89	6,020	21.6%	913	5,107	24.6%	50.3%
30.0%	66	5,420	19.5%	1,334	4,086	26.4%	49.6%
40.0%	57	4,884	17.5%	1,690	3,194	26.8%	48.4%
50.0%	23	1,726	6.2%	778	948	34.1%	52.1%
60.0%	18	1,206	4.3%	663	543	21.3%	41.3%
70.0%	10	652	2.3%	414	238	28.0%	47.1%
80.0%	6	325	1.2%	236	89	46.6%	33.7%
90.0%	2	180	0.6%	156	24	34.6%	58.3%
99.9%	24	1,400	5.0%	1,344	56	23.4%	46.4%
100.0%	24	1,152	4.1%	1,152	0	16.7%	n/a
	381	27,846	100.0%	8,930	18,916	25.8%	50.4%
Cumulative:							
10.0%	62	4,881	17.5%	250	4,631	31.2%	53.8%
20.0%	151	10,901	39.1%	1,163	9,738	26.0%	52.0%
30.0%	217	16,321	58.6%	2,497	13,824	26.2%	51.3%
40.0%	274	21,205	76.2%	4,187	17,018	26.5%	50.7%
50.0%	297	22,931	82.3%	4,965	17,966	27.7%	50.8%
60.0%	315	24,137	86.7%	5,628	18,509	26.9%	50.5%
70.0%	325	24,789	89.0%	6,042	18,747	27.0%	50.5%
80.0%	331	25,114	90.2%	6,278	18,836	27.7%	50.4%
90.0%	333	25,294	90.8%	6,434	18,860	27.9%	50.4%
99.9%	357	26,694	95.9%	7,778	18,916	27.1%	50.4%
100.0%	381	27,846	100.0%	8,930	18,916	25.8%	50.4%

At the other extreme, 84 schools (22.0%) sent a majority of their students to elite high schools. The dropout rate for their students attending these schools was 23.4%, while the rate for the minority of their students going elsewhere was 42.7%, the sytemwide average. Thus, the students from these schools were better prepared than students from most other schools, but it was clearly advantageous to enroll in the system's "elite" schools. An even smaller number of schools, 48 (12.6%), sent more than 90% of their students to these elite high schools with even better results; the dropout rate for these students was only 20.3%, compared to 46.4% for the few who went elsewhere. Thus, the best strategy for students attending *these* elementary schools was to stay in the prevailing sending pattern for their school. Those who strayed were far more likely to dropout.

When an examination of specific schools is undertaken, the options become even more stark. Austin High School (now Austin Community Academy) was reported to have the highest dropout rate (79.7%) for the Class of 1985. Among the 784 freshmen who entered from Chicago Public elementary schools in the fall of 1978, the Class of 1982, 60.8% dropped out. Austin received 85% of its students from ten sending schools (see Table 24). Four of these schools (Emmet - 72.7%, Howe - 59.5%, Spencer - 52.3%, and Clark Middle 50.0%) sent at least half their eighth graders to Austin. Douglass Middle School, already noted as sending students to 31 other high schools, sent more of its students (41.4%) to Austin than anywhere else.

Table 24: Feeder Elementary Schools for AUSTIN HIGH SCHOOL
Class of 1982, Entering Fall 1978, Chicago Public Schools

	FEEDER ELEMENTARY	DIST	SCHOOL ORG	ENROLLED GRADE 8	ELEMEN'Y DROPRATE	SENT TO AUSTIN	PERCENT TO AUSTIN	AUSTIN DROPRATE	ELSEWHERE DROPRATE
3230	Emmet	7	K8	121	54.5%	88	72.7%	58.0%	45.3%
4060	Howe	4	K8	84	54.8%	50	59.5%	74.0%	26.6%
6000	Spencer	7	K8	86	40.7%	45	52.3%	57.8%	22.0%
6620	Clark Middle	7	6-8	278	42.1%	139	50.0%	49.6%	34.6%
5050	Nash	7	K8	105	51.4%	50	47.6%	64.0%	39.9%
6630	Douglas Middle	7	6-8	297	41.4%	123	41.4%	52.8%	33.3%
4670	May	7	K8	51	52.9%	20	39.2%	60.0%	48.3%
7940	W. Garfield Pk.	8	2-8	202	55.0%	76	37.6%	65.8%	48.5%
3840	Hay Community Academy	4	K6	124	43.5%	44	35.5%	68.2%	29.9%
6430	Tennyson EVGC *	5	EVGC	127	67.7%	32	25.2%	68.8%	67.3%
	50 Others 20% or Less			4,277	Various	117	2.7%	70.9%	Various
	Totals Austin H.S.	7	HS	5,752		784	13.6%	60.8%	

When dropout rates for the students from these schools are compared, the rates for students attending Austin are significantly higher than are the rates for students avoiding Austin, except for students from Tennyson Educational and Vocational Guidance Center. The contrast is especially graphic for Spencer (22.0% vs. 57.8%), Howe (26.6% vs. 74.0%), Hay (29.9% vs. 68.2%), and Douglass (33.3% vs. 52.8%). It can be deduced that concerned parents from these schools were avoiding sending their better prepared students to Austin, with notably preferable outcomes. What that means for Austin is that, for the Class of 1982, it was receiving the least prepared students. In fact, 81.6% of its entering freshmen in the Fall of 1978 were reading below normal. Only 18.4% were reading at even a low average level, and few were at average or above levels. There were few academically successful role models among the Austin student body. Under these circumstances, it is not surprising that Austin has had very high dropout rates. The real wonder is that its rate has not been higher. Information from the school's current administration indicates that, partly due to programs recently established at the facility, Austin is now attracting better prepared freshmen. If this is true, the Austin High School dropout rate can be expected to decline in the near future.

One of Austin's feeder elementary schools is Douglass Middle School, a Westside school with grades six through eight. Douglass had a dropout rate (43.4%) almost matching the citywide rate. It sent 123 (41.4%) of its eighth graders to Austin High. The next largest group went to Westinghouse Vocational (35, 11.8%), a selective vocational school, also on the Westside. The next largest group (19, 6.4%) travelled to Rogers Park on the northside (by EL to the Loop then transfer to the northside trains) to Sullivan High School. The other large contingents went to two other Westside Vocational Schools, perhaps preceived to be selective by less knowledgeable parents, Flower (18, 6.1%), and Cregier (13, 4.4%). Only one of 17 Douglass students enrolling at Flower eventually dropped out. In all, 100 Douglass students (33.7%) enrolled at twelve of the system's elite, low dropout rate, schools. Another 74 (24.9%) enrolled at 19 other neighborhood high schools, mostly on the Westside or the Northwestside. Except for Flower and Cregier, none of these neighborhood school received more than six Douglass students (see Table 25.

More than half of the Douglass students who enrolled at Austin High (52.8%) eventually dropped out. Among the more adventurous students who travelled to enroll at one of the system's more elite schools, only 34% dropped out. Even among the students who attended the more poorly performing neighborhood schools, only 40.5% of Douglass' students dropped out. Thus, it was clearly a beneficial strategy for students to avoid Douglass' normal sending pattern to Austin High School. It was more beneficial to enroll in one of the system's more elite schools, but Douglass students were more successful even at other poorly performing neighborhood schools. These individual options for students, and their parents, with differing chances of academic success, were particularly relevant for students attending Black, inner city elementary schools.

Because of racial separateness, the system provided incentives to White communities to find collective solutions to educational needs. White neighborhoods on the fringes of the city were provided only one viable strategy: constant vigilance to maintain the quality of neighborhood schools, both elementary and high schools. However, the educational opportunities offered Blacks strongly diminished the probability, indeed, the rationality, of parental involvement in inner city communities. Here, the viable option was to utilize individual escape opportunities made available to the best students who could gain admission to the selective high schools. These opportunities did provide real benefits to the selected individuals, but the cost was to dramatically undercut community-based solutions to educational needs in the economically depressed neighborhoods of the city. It is no accident that these feeder patterns are closely related to race: White elementary schools sent graduates to a small number of predominantly White high schools; in contrast, Black elementary schools sent their graduates to a large number of high schools.

Table 25: Douglass Middle School Sending Pattern Elementary Schools, 1978, Chicago Public Schools

			TOTAL SENT	PERCENT OF CLASS	DOUGLASS GRADS	DROPS	DOUGLASS DROPRATE
	Primary Receiving High School:						
1	1220	Austin	123	41.4%	58	65	52.8%
	Elite Receiving High Schools:						
2	1160	Westinghouse Voc	35	11.8%	29	6	17.1%
3	1570	Sullivan	19	6.4%	8	11	57.9%
4	1070	Prosser Voc	9	3.0%	7	2	22.2%
5	1440	Lane	9	3.0%	8	1	11.1%
6	1610	Von Steuben	6	2.0%	0	6	100.0%
7	1580	Taft	5	1.7%	3	2	40.0%
8	1030	Dunbar Voc	5	1.7%	2	3	60.0%
9	1810	Young	4	1.3%	3	1	25.0%
10	1420	Kennedy	3	1.0%	3	0	0.0%
11	1480	Mather	3	1.0%	2	1	33.3%
12	1860	Corliss	1	0.3%	1	0	0.0%
13	1820	Curie	1	0.3%	0	1	100.0%
		Totals, Elite HSs	100	33.7%	66	34	34.0%
	Other Receiving High Schools:						
14	1040	Flower Voc	18	6.1%	17	1	5.6%
15	1020	Cregier Voc	13	4.4%	7	6	46.2%
16	1470	Marshall	6	2.0%	4	2	33.3%
17	1530	Schurz	5	1.7%	2	3	60.0%
18	1650	Spalding	4	1.3%	3	1	25.0%
19	1270	Crane	3	1.0%	1	2	66.7%
20	1520	Roosevelt	3	1.0%	2	1	33.3%
21	1830	Orr	3	1.0%	2	1	33.3%
22	1640	Wells	3	1.0%	0	3	100.0%
23	1880	Collins	3	1.0%	1	2	66.7%
24	1800	Metro, Chicago	2	0.7%	1	1	50.0%
25	1390	Hyde Park	2	0.7%	2	0	0.0%
26	1300	Farragut	2	0.7%	0	2	100.0%
27	1370	Harrison +	2	0.7%	1	1	50.0%
28	1460	Manley	1	0.3%	0	1	100.0%
29	1760	King, M.L.	1	0.3%	1	0	0.0%
30	1210	Amundsen	1	0.3%	0	1	100.0%
31	1560	Steinmetz	1	0.3%	0	1	100.0%
32	1550	South Shore	1	0.3%	0	1	100.0%
		Totals, Other HSs	74	24.9%	44	30	40.5%
		Totals, Douglass	297		168	129	43.4%

SECTION EIGHT: ELEMENTARY SCHOOL CHANGES SINCE 1978

There have been a number of significant changes in the elementary schools of Chicago since the Class of 1982 attended them during the 1970s. Major changes have resulted from the continued decline in enrollment reflecting the demographic changes associated with the movement into adulthood of the baby boomers. Other changes have resulted from the signing of a desegregation consent decree between the Chicago Board of Education and the United States Department of Justice in 1980. In order to be more than an historical curiosity, the Panel, in the current study, has addressed the question of how much change has occurred, in which direction the trend points, and what the implications of this change is. This section assesses the changes which have occurred. Section Nine will assess the impact of these changes on future dropout rates.

A. School Organization and Programs

This study examined the 381 elementary schools which produced ten or more students who entered high school in the fall of 1978. Since that time, several of these schools have been closed, others have been opened, and still others have been reorganized. The Panel has tracked information for the original 381 schools which still are producing eighth graders. The attempt is to show what changes have occurred in those schools so that parents might have a more current understanding of how effective, or ineffective, these schools are. Of the original 381 schools, 359 are still serving eighth graders, though enrollment and test score data were only available on 352 of them. This section will track those 359 schools and the students who were enrolled within them. It will not examine students enrolled in newly opened opportunities for eighth graders such as the early entrance programs for gifted seventh and eighth graders at Whitney Young, Kenwood, or Morgan Park High Schools.

In addition to changes in organization of schools, the Chicago Public Schools have experienced numerous changes in program and student attendance patterns as a result of the desegregation plan agreed to under the consent decree. The plan was adopted in 1982, with significant implementation beginning in 1983. The plan had two components: student assignment changes and compensatory educational components. The major effect of the student assignment component was to eliminate predominantly White schools; all but one of the elementary schools studied now have White enrollments under 70%. The second dimension of the plan was to improve the education offered at elementary schools serving a racially identifiable student population. Together, they provided a new set of educational opportunities for Chicago's school children, including the establishment of numerous magnet schools or schools with magnet programs, classical schools and community academies, and compensatory programs under the so-called "Effective Schools Project." Perhaps the most significant effect of this program is the open transfer opportunity which particularly impacts student choices for high school enrollment. A full report on the effects of the desegregation plan will be published by the Panel later in 1987.

Unfortunately, it was not possible in this study to extensively examine the effect of particular programs on individual schools or to assess changes in the feeder patterns for the eighth graders leaving elementary school in 1986. It is possible, however, to note significant changes in enrollments and achievement among the students at these 359 schools, and to assess changes in staffing patterns.

B. Changes in Student Enrollments and Achievement

According to the Board's publication on school characteristics, based primarily upon its achievement testing efforts, there were 2,152 fewer students in eighth grade in April of 1986, than were found in the cohort of students tracked back into these elementary schools in the spring of 1978. There were 29 schools with no recorded eighth grade test scores (see Table 26). There were a similar number of schools with increased enrollments (185) as with decreases (187); nine schools remained at the same size. The largest increases were at the following schools: Gary +98, Piccolo Middle +96, Arai Middle +95, Burns +87, and Goethals EVGC +86. Aside from the 29 schools without 1986 numbers, the largest decreases were at: Dyett Middle -197, Donoghue -115, Ross -108, Kohn -103, and Roentgen EVGC -100. Complete data on elementary school changes are in Table A-8 in the appendix.

Table 26: Schools Without 1986 Grade 8 Test Scores

Unit	School	District	Enrolled 1977-78
7811	Bousfield Special	14	29
2420	Bryant	10	53
4460	Chapman	16	69
2780	Christopher	12	12
6670	Cooley EVGC	3	12
2920	Cornell	17	81
3081	Dore Branch	12	20
3100	Drake EVGC	11	48
8080	Drake, South Commons	11	26
3310	Felsenthal	14	52
3980	Hess Upper Grade Center	8	303
4040	Hookway	16	59
4220	Judd	11	17
7200	Lawless Upper Grade Ctr	10	139
7930	Lawrence	7	165
4520	Longfellow	8	38
4860	Montefiore	9	20
5140	Oakland	11	34
5810	Scott	14	54
2281	Shedd Branch	19	30
5860	Shephard	8	36
7814	Simpson Living Center	9	16
5940	Skinner	9	25
5990	Spalding Elem Handicapped	9	10
6000	Spencer	7	86
6430	Tennyson EVGC	5	127
7813	Tubman Living Center	14	20
7940	West Garfield Park	8	202
3380	Woodson Sturgis EVGC	14	42

1. Changes in School Racial Composition

There were significant changes in the racial composition of a number of elementary schools between 1978 and 1986. As has already been indicated, the largest changes were in the reduction of the number of predominantly White (70% or higher) elementary schools from 93 in 1978 to just one in 1986. This reflected the effects of the desegregation consent decree. However, there was also a decrease in the number of White students in the system. Thus, the general proportion of White students in all elementary grades dropped from 21.6% in 1978 to 12.8% in 1986. There was a corresponding increase in the proportion of Hispanic students in elementary grades, from 16.7% to 24.8%. Not surprisingly, there was also an increase in the number of predominantly Hispanic (70% or higher) elementary schools, from 25 to 41. Complete data on racial change in these elementary schools is included in Table A-7 in the appendix.

Table 27: Changes in Racial Composition
Elementary Schools, 1978 - 1986

	NUMBER OF SCHOOLS								
	White			Black			Hispanic		
	1978	1986	Change	1978	1986	Change	1978	1986	Change
PREDOMINANTLY (70% +)	93	1	-92	191	170	-21	25	41	16
100%	0	0	0	104	95	-9	0	0	0
99% +	0	0	0	151	137	-14	0	0	0
95% +	13	0	-13	172	156	-16	0	0	0
90% +	35	0	-35	181	160	-21	4	9	5
MAJORITY (50% - 69%)	25	59	34	19	15	-4	24	20	-4
MINORITY (30% - 49%)	28	50	22	7	38	31	18	44	26
FEW (0.1% - 29%)	100	128	28	137	132	-5	186	137	-49
NONE	135	121	-14	27	4	-23	128	117	-11
TOTAL SCHOOLS	381	359	-22	381	359	-22	381	359	-22

This table indicates that the elementary schools in Chicago are still very segregated. Most Black students attend school only with other Blacks; most Hispanics also attend predominantly Hispanic schools. Whites, however, are much more likely to attend school with significant numbers of Blacks, Hispanics, and Asians in 1986 than they did in 1978. In fact, in only a quarter of the schools Whites attended, 60 of 238, were they in the majority, as compared with 117 of 245 in 1978. When statistical tests were applied to the proportions of students of each race attending each school, the correlations reflected these changes. The relationship between White and Black students is still very strong and negative (r = -.726), but that is a more moderate correlation than was found for 1978 (r = -.843). However, the separation of Black and Hispanic students increased, reflected in the increase in the correlations from r = -.540 to r = -.771. Thus, White students were much more likely to be attending school with minority students in 1986, but the proportion of Black students attending virtually all-Black schools declined only slightly, and the proportion of Hispanic students attending predominantly Hispanic schools actually increased.

Table 28: Racial Enrollment Patterns
Chicago Elementary Schools, 1985-86

	Percent Black	Percent Hispanic	Percent Other
Percent White	-0.726 **	0.147 *	0.404 **
Percent Black		-0.771 **	-0.421 **
Percent Hispanic			0.046

** p <0.001
* p <0.01
n = 359

2. Change in the Proportion of Low Income Students

The overall proportion of Low Income students in the schools included in this study remained essentially unchanged from 1978 to 1986, going up from 41% to only 42%. The proportion increased at 213 schools, but the increases exceeded ten percentage points at only 63 of these schools. The proportion decreased at 112 schools, dropping by more than ten percentage points at 30 of these schools. Thus, systemwide, the degree of poverty was virtually unchanged, but 93 schools experienced a significant change in the income level of their students. Some of these schools with large changes in income levels also experienced significant shifts in achievement levels.

3. Changes in Achievement Outcomes: Median Reading Scores

There have been significant increases in the median reading levels of tested eighth grade students. Systemwide, the median eighth grade reading score in 1978 was 7.1 (8.8 is the national norm for students tested in April of their eighth grade). By 1986, the median score for eighth graders had increased to 8.2, an apparent improvement of a year and one month. Systemwide, the median eighth grade score is now six months below the national norms.

However, six months of the eleven month improvement in eighth grade median reading scores is due to changes in the way test scores are presented which are unrelated to improved achievement.

Two major changes have occurred in the way test scores are reported for Chicago elementary students. The first occurred in the way test scores are reported for Chicago elementary students. The change took effect in 1982 and has been precisely reported by the Chicago Public Schools. In that year, the Department of Research and Evaluation switched from reporting scores by the age of children tested to the grade in which they were enrolled when they took the test. During the 1970s, the city's elementary schools operated on an ungraded age cycle organization in which children were to progress at their own rates. Under that system, the only logical test procedure was to give the same test to all elementary aged students and to report scores by those age groups. With a return to a graded elementary school organization, students were given tests according to the grade in which they were enrolled regardless of age. For most students, this change had little effect, but for retained students, the change was significant, for they were now taking a test at the same level as the preceeding year rather than the more advanced test their promoted age peers were taking. As expected, these overage students scored more highly on the lower level than they had on the more advanced age level tests. In 1982, the Board reported scores as they would have appeared by age grouping and by grade grouping. As Table 29 shows, this effect was greater for the intermediate grades (6th - 8th) in which there were more overage (retained) students. At the eighth grade level, there was a 0.2 increase in grade equivalent reading scores (from 7.5 to 7.7, indicating an improvement of two months, from the fifth month of the seventh year to the seventh month of the seventh year). It is likely that at least part of the two month increase from 1981 (7.3) to the 1982 age group report (7.5) is due to the different test which overage students were taking. In either case, at least two months of the reported gain can be ascribed to changed procedures in test administration.

Table 29: Trends in Median Reading Scores, 1978 to 1986
Elementary Grades, Chicago Public Schools

GRADE	1978	1979	1980	1981	1982 By Age	1982 By Grade	1983 Renorm	1984	1985	1986	CHANGE 1978-86	ESTIMATED TEST EFFECTS
8th	7.1	7.2	7.3	7.3	7.5	7.7	8.2	8.3	8.2	8.2	1.1	0.6
7th	6.2	6.3	6.4	6.5	6.6	6.8	7.2	7.4	7.1	7.2	1.0	0.5
6th	5.4	5.5	5.6	5.6	5.7	5.8	6.1	6.2	6.0	6.1	0.7	0.3
5th	4.7	4.7	4.7	4.8	5.0	5.0	5.1	5.2	5.0	5.2	0.5	0.0
4th	4.0	4.0	4.0	4.0	4.1	4.1	4.1	4.3	4.0	4.1	0.1	0.0
3rd	3.4	3.4	3.5	3.5	3.5	3.6	3.5	3.5	3.3	3.4	0.0	0.0
2nd	2.9	2.9	2.9	2.9	3.0	3.0	2.5	2.5	2.3	2.4	-0.5	(0.5)

The following year, the tests used by the Chicago schools, the Iowa Test of Basic Skills, were renormed. National achievement test are scored against the average performance of a large group of students chosen randomly to reflect the population of the country. During the 1970s, the Iowa test sample was lacking an adequate number of urban students, and test norms for the upper grades were too high while norms for the first few grades were too low. In 1983, new norms were in use which corrected this problem, but had the effect of apparent increases in achievement at the intermediate grades of nearly a half year. It is estimated that four of the five month increase at the eighth grade is attributable to this renorming. The same is true for the seventh grade (three of the four month increase) and sixth grade (two of the three month increase). At the other end of the scale, the entire five month decrease in second grade median scores can be attributed to this renorming. Thus, combining the effects of changing from age to grade testing and renorming, six months of the one year one month increase in reported eighth grade median scores is attributable to test changes, not improved student achievement. Achievement increases total only five months over these eight years. While it is deplorable that Chicago's eighth graders are more than a half year behind the rest of the nation (6 months, the difference between the national norm of 8.8 and the 1986 median score of 8.2), this is still better than the situation in 1978 when the Class of 1982 was leaving the elementary schools.

When each age group entering the elementary schools is tracked from second grade through eighth grade, a clear pattern emerges. The average increase in test scores between the 5th and 6th, 6th and 7th, and the 7th and 8th grades is a year or more (see Table 30).

Table 30: School Programs by Eventual Graduating Classes
Median Reading Scores by Grade Level

Class of	2nd	3rd	4th	5th	6th	7th	8th
1990	2.9	3.5	4.2	5.1	6.2	7.1	8.2
1989	2.9	3.5	4.0	5.0	6.1	7.4	8.2
1988	2.9	3.4	4.0	4.8	5.8	7.2	8.3
1987		3.4	4.0	4.7	5.6	6.8	8.2
1986			4.0	4.7	5.6	6.5	7.7
1985				4.7	5.5	6.4	7.3
1984					5.4	6.3	7.3
1983						6.2	7.2
1982							7.1
Average Increment:		0.6	0.6	0.8	1.0	1.1	1.1

Thus, in these grades students are making a year's progress for a year's effort. But the increments between 2nd and 3rd grade (0.6, six months), and 3rd and 4th (0.6), and 4th and 5th (0.8) are less than a year's progress, considerably less for the lower two grades. It is clear from these figures that Chicago's school children are not being adequately educated in the first four years of schooling. It appears that by fifth grade, students are beginning to get into the swing of schools, but by that time, the deficit relative to national norms has already been established, and students remain less successful than their age peers around the nation throughout the rest of their school years. This deficit means most students are not adequately prepared for high school, and they are far more likely to drop out than are students nationally. Let it be emphasized, however, that the deficit is built up in the first four grades of elementary school. Chicago elementary schools are not doing a good job in getting kids started in the schooling process, and that early failure affects students throughout the school years and increases the dropout rate.

In 1978, 50 schools were at, or above, the national norm of 8.8, but the score at the median school (the school in the middle of the pack) was only 6.9. This means that for the mid-range elementary school, at least half of the eighth graders were entering high school two years below grade level. Since dropout rates are directly related to elementary school preparedness, these entering freshmen were at high risk before ever enrolling in high school. By 1986, 86 schools were at or above the national norm, and the median score at the mid-range school had risen to 8.2. This means that half of these mid-range school graduates were a half year or more below grade level. This is still an area of grave concern, but considerably improved over 1978.

At 47 schools, the reported median score improved by more than two years (see Table 31, see Table A-8 in the appendix for complete data on changes in median scores). However, those gains are significantly less when adjusted for changes in test norms and administration (age vs. grade). These adjustments are most appropriate when the student body stayed consistent. There were two primary factors in these major improvements in reading scores. One set of schools represent changes in programs, with commensurate changes in the students enrolled. For example, the largest gain was recorded by Newberry School; its median score improved 3.5 years, from 6.8 to 9.3 (five months above the national norm). In the intervening years, Newberry became a magnet school; at the same time, it lost more than half of its low income children (the low income proportion fell 40 percentage points, from 75.7% in 1978 to 35.4% in 1986). The other group of schools experiencing large increases included schools whose achievement levels were disastrously low in 1978, exemplified by Morton Upper Grade Center which, although it improved its median score by 2.1 years, from 5.1 to 7.2, still remains a year and a half below national norms. Improvement in these schools may be largely a factor of test renorming, but to the extent that it reflects real decreases in the percentage of students in the lowest quartile nationally, it is most important for reducing the dropout rate. Table 31 shows the schools improving their median eighth grade scores by two years or more.

Table 31: Largest Gains in Median Reading Scores
Elementary Schools, Between 1978 and 1986

	UNIT	SCHOOL	EIGHTH GRADE MEDIAN READING				BELOW NORMAL READING		
			1977-78	1985-86	CHANGE	ADJUSTED FOR TESTS	STANINE 1 - 3 1977-78	LOWEST QUARTILE 1985-86	CHANGE
1	5080	NEWBERRY MAG	6.3	9.8	3.5	1.6	56.5%	8.8%	-47.7%
2	4060	HOWE	5.3	8.3	3.0	1.4	79.3%	31.4%	-47.9%
3	2270	BELL	8.2	11.2	3.0	1.4	8.3%	5.6%	-2.7%
4	4310	KING	5.6	8.5	2.9	1.3	66.1%	5.0%	-61.1%
5	5950	SCHMID	6.5	9.4	2.9	1.3	53.8%	11.5%	-42.3%
6	5230	O'TOOLE	5.3	8.2	2.9	1.3	71.1%	34.4%	-36.7%
7	2150	BARNARD	6.3	9.1	2.8	1.3	46.3%	16.1%	-30.2%
8	3830	HAWTHORNE ACDMY	6.9	9.7	2.8	1.3	55.8%	8.3%	-47.5%
9	4420	LASALLE LNG ACDY	7.6	10.3	2.7	1.2	46.2%	2.2%	-44.0%
10	3930	HENDRICKS	6.2	8.8	2.6	1.2	62.3%	24.1%	-38.2%
11	2530	BURR	6.5	9.0	2.5	1.1	36.1%	25.6%	-10.5%
12	3180	EDISON *	8.5	11.0	2.5	1.1	26.7%	0.0%	-26.7%
13	6100	SULLIVAN	6.0	8.5	2.5	1.1	54.1%	33.3%	-20.8%
14	3250	ESMOND	6.6	9.0	2.4	1.1	47.4%	30.5%	-16.9%
15	6920	JENSEN	6.0	8.4	2.4	1.1	60.0%	15.6%	-44.4%
16	6760	DVORAK	5.8	8.2	2.4	1.1	67.7%	34.2%	-33.5%
17	3480	GALE COMM ACDMY	6.2	8.6	2.4	1.1	63.0%	17.2%	-45.8%
18	4130	HOPE COMM ACDMY	5.8	8.2	2.4	1.1	60.2%	34.1%	-26.1%
19	6250	VANDERPOEL MAG	7.1	9.4	2.3	1.0	37.1%	4.3%	-32.8%
20	4790	JACKSON	6.8	9.1	2.3	1.0	30.0%	6.3%	-23.7%
21	6810	PRICE	5.7	8.0	2.3	1.0	44.1%	36.4%	-7.7%
22	6090	SUDER	5.3	7.6	2.3	1.0	64.3%	48.7%	-15.6%
23	7610	COOPER UPP	5.9	8.2	2.3	1.0	63.4%	33.4%	-30.0%
24	4140	IRVING	6.1	8.3	2.2	1.0	48.1%	35.9%	-12.2%
25	7260	WESCOTT	6.6	8.8	2.2	1.0	40.4%	8.6%	-31.8%
26	2060	ANDERSON	5.7	7.9	2.2	1.0	61.3%	40.3%	-21.0%
27	3050	DODGE	5.3	7.5	2.2	1.0	51.3%	52.0%	0.7%
28	3660	GREGORY	5.6	7.8	2.2	1.0	59.8%	50.0%	-9.8%
29	2330	JOPLIN	6.7	8.9	2.2	1.0	51.7%	18.2%	-33.5%
30	6190	THORP ACDMY	6.8	9.0	2.2	1.0	20.6%	11.7%	-8.9%
31	6402	WHITE BR. W PULLMAN	6.3	8.5	2.2	1.0	65.2%	15.4%	-49.8%
32	7050	GUGGENHEIM	6.4	8.6	2.2	1.0	46.3%	18.2%	-28.1%
33	7010	POWELL	6.4	8.6	2.2	1.0	47.4%	12.1%	-35.3%
34	6620	CLARK MIDDLE	5.6	7.7	2.1	1.0	59.1%	37.0%	-22.1%
35	6800	MORTON UPPER	5.1	7.2	2.1	1.0	83.4%	58.0%	-25.4%
36	3870	SMITH	6.7	8.8	2.1	1.0	46.3%	18.2%	-28.1%
37	5750	BONTEMPS	5.5	7.6	2.1	1.0	72.9%	35.4%	-37.5%
38	2730	GREELEY *	6.5	8.6	2.1	1.0	45.2%	28.8%	-16.4%
39	4630	MARSH	7.1	9.2	2.1	1.0	32.0%	21.1%	-10.9%
40	6490	WILLIAMS	5.7	7.8	2.1	1.0	65.6%	47.4%	-18.2%
41	6730	CATHER	5.8	7.8	2.0	0.9	70.2%	20.6%	-49.6%
42	3130	EARLE	5.7	7.7	2.0	0.9	66.9%	40.2%	-26.7%
43	3790	HARTIGAN	5.4	7.4	2.0	0.9	68.7%	43.1%	-25.6%
44	4200	JENNER	5.6	7.6	2.0	0.9	65.2%	33.3%	-31.9%
45	7190	MELODY	6.5	8.5	2.0	0.9	49.2%	16.7%	-32.5%
46	5880	SHERIDAN	6.4	8.4	2.0	0.9	48.7%	35.5%	-13.2%
47	7210	HIGGENS CMM ACDY	6.2	8.2	2.0	0.9	55.1%	33.3%	-21.8%
48	6930	PADEREWSKI	6.2	8.2	2.0	0.9	54.3%	37.5%	-16.8%

In addition to the 48 schools at which median scores rose by two years or more, 133 showed increases of more than one year. Scores rose by less than a year at 91 schools, and stayed even at nine schools. At 35 schools, scores declined slightly, less than a year in all cases, before adjustments were made.

More troubling are the schools with significant decreases in median reading scores. There were only five which declined by a year or more. These included Owen (down 1.7 to 7.1), Edgebrook (down 1.7 to 8.4), Prussing (down 1.2 to 8.3), Stevenson (down 1.1 to 8.3), and Kinzie Upper Grade Center (down 1.0 to 8.2). All of these schools are located in districts on the fringes of the city and experienced significant changes in their racial composition. Unfortunately, they were unable to maintain their prior achievement levels with their new students.

4. Changes in Achievement Outcomes: Below Normal Readers

Since the Panel initiated its studies of the dropout phenomenon in the Chicago Public Schools, the State of Illinois has begun publishing school report cards for every school in the state. The report card is a very important resource for parents and other citizens, if they learn how to interpret it. The report card not only provides information about each school, it compares the school with district and citywide averages and with national norms. This allows parents to understand how the students in their child's school compare with others across the city and the nation. While many educators blame the children who attend schools for scores that differ from national norms, it is the Panel's contention that many of these differences can be reduced if officials responsible for schools with low achievement levels would use available research on school improvement. For this reason, the Panel contends that it is schools, not children, which are the focus of the school report cards. Therefore, the Panel has used a measure from the report card to define Below Normal Readers for the elementary schools in 1986.

The report card provides the percentage of students in a school scoring in the lowest quartile (the lowest 25%) nationally. This measure approximates the Below Normal category used in the study of elementary schools in 1978; Stanine 3 or below includes all students scoring in the lowest 23% nationally. A small, but undetermined, increase in the number of students considered to be reading below normal will result from this change in criterion from Stanine 3 to lowest quartile. However, the loss in precision is outweighed by the ready access to the new number by parents. Since the percentage of students reading below normal is the best predictor of the dropout rate, the public reporting of this figure for each local school will give parents a rough approximation of eventual dropout rates for each elementary school. It is the opinion of the Panel, based on data from this study, that parents and community actors who wish to reduce the eventual dropout rates for their communities should work to reduce the proportion of students in their local elementary school who are scoring in the lowest quartile on reading tests.

Despite the slightly more inclusive definition, the proportion of students reportedly reading at below normal levels dropped significantly from 1978 to 1986. In 1978, 46.4% of eighth graders in this study were reading below normal; eight years later, the proportion had dropped by

12.8 percentage points to 33.6%. However, when the effect of changing the basis of testing from age to grade levels and national renorming of the tests are taken into account, the decrease is only 5.8 percentage points, with 40.6% in the lowest quartile on a basis comparable to that used for the Class of 1982. Still this change is an important improvement in achievement for the most poorly performing students in the system. There is still need for further improvement to bring the systemwide share down to the national norm of 25%, but the improvement which has occurred bodes well for lower dropout rates in the years ahead. Under the changed norms, there are still 215 schools with Below Normal Reader percentages above 25%, compared to 288 in 1978; further, there are still 43 schools with more than half their students at Below Normal levels, but this is considerably better than the 1978 report of 128 such schools. (see Table A-8 in the appendix for complete data on changes in below normal reading percentages).

Table 32: Distribution of Schools for Below Normal Readers
National Norms at 25%

Percent Reading Below Normal	Number of Schools 1977-78	Number of Schools 1985-86
0% to 25%	82	132
26% to 35%	56	84
36% to 50%	104	88
51% to 60%	56	32
61% to 75%	57	6
Over 75%	15	5

In all, 251 schools reduced the proportion of students reading at below normal levels. Nearly a hundred schools (94) reduced the proportion by 20 or more percentage points; another 74 reduced it by between ten and 20 points; 83 decreased the proportion by less than ten percentage points. On the other hand, at 99 schools the proportion reading below normal increased. Since such increases are indicative of eventual rises in the dropout rates for those schools, they are particularly worrisome. At 45 schools, the increase exceeded ten percentage points; at ten schools, the increase exceeded 25 percentage points!

5. Changes in Achievement Outcomes: The Proportion Overage

The second most important variable for predicting eventual dropout rates is the proportion of students leaving elementary school overage. In 1978, a quarter of all eighth graders (24.7%) left elementary school overage. Half of all students entering Englewood High School that fall were overage. The Panel's study of high schools revealed that overaged students dropped out at a 7% to 10% higher rate than did comparably achieving normal aged classmates. The Chicago Public Schools' most recent dropout study confirms this finding for the Class of 1985. However, the Panel has been unable to secure from the staff of the public schools the data on overage eighth graders leaving elementary school in June of 1986.

C. Changes in Elementary School Staffing

Two significant changes have occurred in the staffs of elementary schools in Chicago since 1978. The first is an increase in minority staff, particularly Hispanic faculty. There has also been some movement among the schools, shifting the staffing proportions. The second major change is a reduction in the numbers of staff resulting from both declining enrollments and the financial crisis faced by the Chicago Public Schools in 1979-80. Since staff reductions are primarily accomplished through seniority, there are significantly fewer teachers with little teaching experience (less than seven percent systemwide have less than five years experience). Thus, the proportion of teachers with more than twelve years experience has risen significantly at most schools.

1. Staff Racial Composition

In 1978, there were 191 elementary schools with a majority of White faculty members, two of which had more than 75% Whites. There were 138 with a majority of Black faculty members, with none more than 75% Black. There were only six schools with 25% of their faculty who were Hispanic. In 1986, the distributions had changed somewhat. Although there were now three schools with more than 75% Whites, the number of schools at which a majority of the teachers was White had dropped from 191 to 144. At the same time, the schools with a majority of Black faculty had risen from 138 to 173. There is now one school with a majority of Hispanic teachers, and 13 others in which Hispanics comprise more than 25% of the faculty.

However, the actual degree of separation between faculty members of different races is generally diminishing. In 1978, Blacks and Whites did not teach together in significantly large numbers. While there are still groupings of majority White faculties and majority Black faculties, they do appear to be more integrated than in the past. For example, in 1978, there were no schools in which Whites taught in numbers making up less than 25% of the faculty. In 1986, there were 41 such schools. Where there is a clearer separation is between Black faculty members and Hispanic teachers. It would appear that fewer Black teachers are assigned to teach in predominantly Hispanic schools. The statistical significance of these findings is confirmed in Table 33.

Table 33: Racial Patterns of Faculties
Chicago Elementary Schools, 1985-86

	Percent Black	Percent Hispanic	Percent Other
Percent White	-0.418 **	0.156 *	0.114
Percent Black		-0.653 **	-0.459 **
Percent Hispanic			0.094

** $p < 0.001$
* $p < 0.01$
n = 359

2. Years of Experience

Since 1978, the Chicago Public School system has experienced sharp cuts in staff. As a result of the 1979-1980 fiscal crisis, the Board eliminated more than 8,000 staff positions, many among the teaching force. With declining enrollments, other positions have been closed. Only in the last year or two have the number of teaching positions begun to increase. Since layoffs are determined by years of seniority, it would be expected that a large proportion of teachers laid off would be the less experienced teachers. Correspondingly, most teachers in the six to twelve years range in 1978, if they continued teaching, would now have more than twelve years experience. Thus, one would expect to find many more schools with high proportions of the most experienced teachers and fewer with brand new teachers. Table 34 shows this is the case.

Table 34: Distribution of Teacher Experience
Elementary Schools, 1978 and 1986, Chicago Public Schools

DISTRIBUTION	1978 FIRST YEAR EXPERIENCE	1978 12+ YEARS EXPERIENCE	1986 FIRST YEAR EXPERIENCE	1986 12+ YEARS EXPERIENCE
0.0%	69	0	186	0
25.0%	301	130	169	1
50.0%	0	167	0	81
75.0%	0	70	0	230
Over 75%	0	3	0	43
Totals:	370	370	355	355

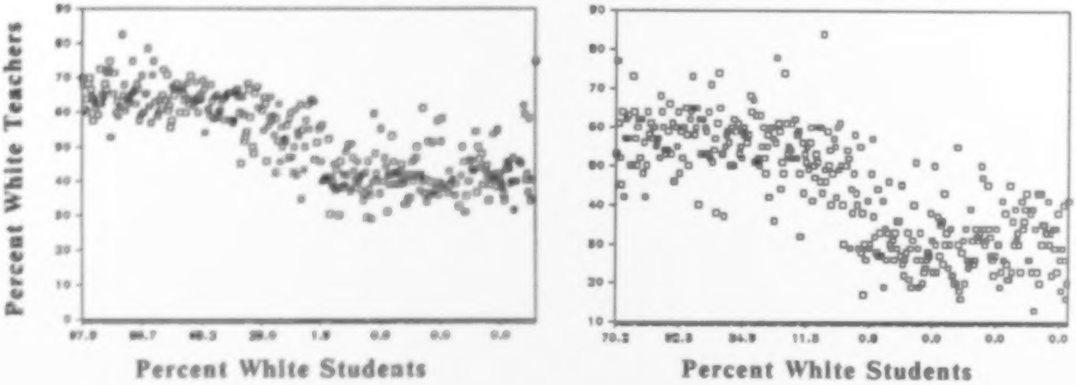
While no schools had more than 25% new teachers in 1978, there were 301 schools with some brand new staff. The vast majority had less than ten percent new teachers, but 12 had more than 15% new and 44 others had more than 10% new. By contrast, in 1986, no school had more than 15% new and only nine had more than 10% in their first year. More schools (186) had no new teachers than schools with some (169), meaning the number of schools with any new teachers had been cut nearly in half over eight years. Plamondon, which had 58% of its staff under six years experience in 1978, with 25% in their first year, now had no new teachers and only a third with less than six years experience.

At the other end of the scale, in 1978, 73 schools had a majority of their faculty with more than 12 years of experience; three of these had more than 75% who were highly experienced. By 1986, 273 (76.9%) had more than half their staff at thirteen or more years, with 43 of these with more than three-quarters of the staff that experienced. In fact, only one school, the Inter American Magnet School, (compared to 130 in 1978) had fewer than 25% of its staff with high experience. Thus, significant differences in inexperienced versus highly experienced staffs have largely disappeared since 1978.

3. Relationship of Staff to Students

In 1978, there were significant relationships between the racial composition of the faculty and the racial composition of the students. Predominantly White schools had predominantly White faculties, Black schools had Black faculties, and predominantly Hispanic schools had the highest proportions of available Hispanic teachers. In 1986, with the virtual elimination of predominantly White schools and the sharp reduction in even majority White student bodies, the correspondence between majority White faculties and majority White student bodies, while still significant, is weaker. Figure 16 shows the proportion of the faculty which is White as the proportion of White students declines for both 1978 and 1986. While the number of schools with significant White student enrollments declines more quickly, the modest inverted "S" shape to the distribution is clear. White teachers tend to be in the majority in schools with heavier proportions of White students, and in the minority in predominantly minority schools.

Figure 16



STUDENT - TEACHER RACE, 1978

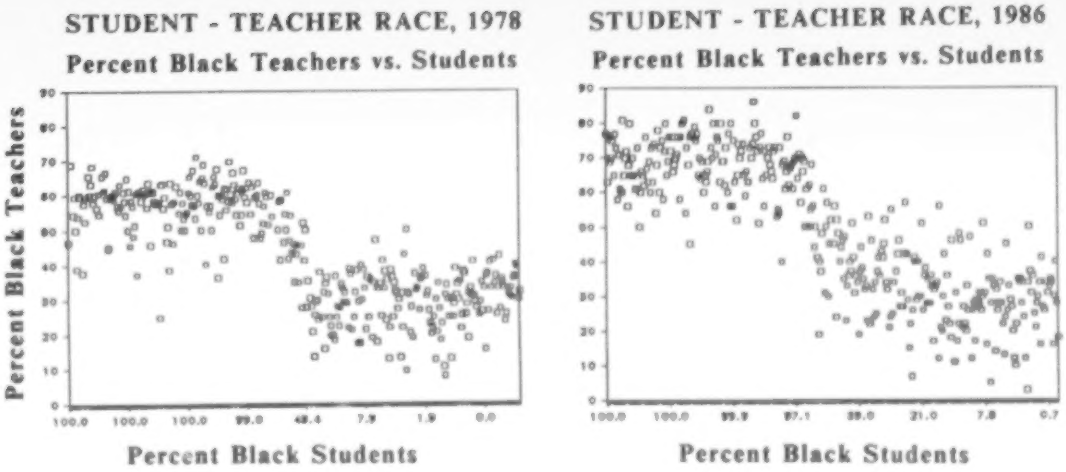
Percent White Teachers vs. Students

STUDENT - TEACHER RACE, 1986

Percent White Teachers vs. Students

The same pattern can be seen in Figure 16 which portrays the distribution of Black faculty for schools with declining proportions of Black students. Again, the faculties in predominantly Black schools are majority Black, those in minority Black schools are minority Black. The inverted shallow "S" shape is quite easily seen.

Figure 17

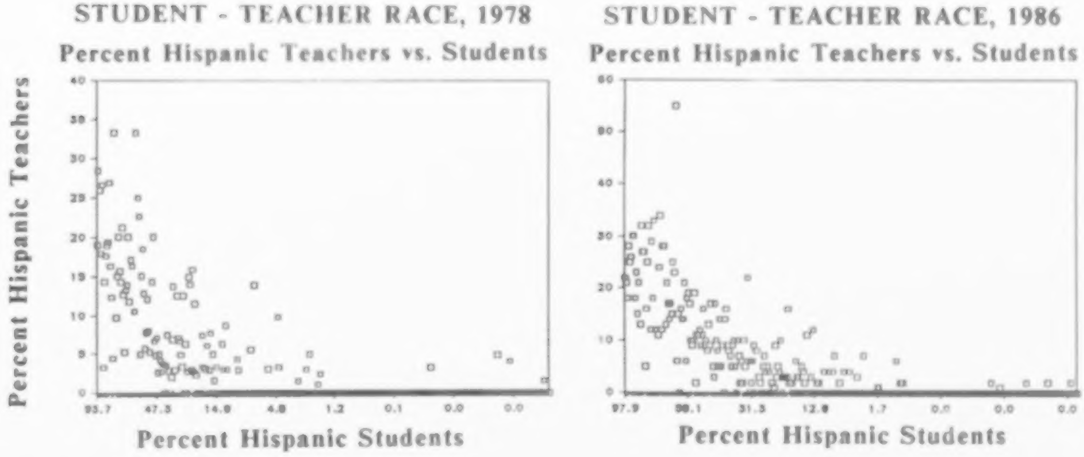


STUDENT - TEACHER RACE, 1978
Percent Black Teachers vs. Students

STUDENT - TEACHER RACE, 1986
Percent Black Teachers vs. Students

Finally, the distribution of Hispanic teachers relative to predominantly Hispanic schools is quite different. Reflecting the overall shortage of Hispanic teachers, they are assigned in direct proportion to Hispanic students. The highest number of Hispanic teachers are at schools with the highest proportions of Hispanic students and the proportion of Hispanic teachers falls off quickly as the proportion of Hispanic students falls.

Figure 18



STUDENT - TEACHER RACE, 1978
Percent Hispanic Teachers vs. Students

STUDENT - TEACHER RACE, 1986
Percent Hispanic Teachers vs. Students

The statistical analysis of these patterns of teacher/student assignment confirms the picture presented by the preceeding figures. Table 35 presents the correlations between teacher assignment and student body composition. The strongest relationships are on the diagonal on which the proportion of Black teachers is related to the proportion of Black students (r = 0.888), Hispanic teachers with Hispanic students (r = 0.862), and Other teachers with Other students (r = 0.718). On that same axis, White teachers are positively correlated with White students (r = 0.364), but at far more modest levels (and at a far weaker level than in 1978 when r = 0.797). The other positive correlations show that White teachers are more likely to be assigned to minority schools which enroll Hispanics and Asians rather than Blacks, and that Other teachers, primarily Asians, are more likely to be assigned to schools with concentrations of White students rather than to predominantly Black schools. These relationships reflect the reality that many formerly predominantly White schools were desegregated by inclusion of Hispanic and Asian students, sometimes called the "preferred minorities," rather than enrolling large numbers of Blacks. The assignment of teachers to match the racial composition of elementary school enrollments is statistically similar in 1986 to that in 1978, with the exception of the more modest relationship between White teachers and White students discussed above. The Black teacher/student correlation in 1978 was r = 0.865 and the Hispanic correlation was r = 0.844. However, with the arrival of more Asian students and teachers, the correlation of the Other categories has increased from the 1978 level of r = 0.560.

Table 35: Racial Patterns of Teachers and Students
Chicago Elementary Schools, 1985 - 86

	STUDENTS			
TEACHERS	Percent White	Percent Black	Percent Hispanic	Percent Other
Percent White	0.364 **	-0.394 **	0.232 **	0.209 **
Percent Black	-0.589 **	0.888 **	-0.726 **	-0.413 **
Percent Hispanic	0.050	-0.611 **	0.862 **	0.002
Percent Other	0.287 **	-0.353 **	0.111	0.718 **

** p <0.001
* p <0.01
n = 341

SECTION NINE: PROJECTING THE FUTURE DROPOUT RATE FOR CHICAGO'S ELEMENTARY SCHOOLS

This study has consistently shown that the single most important factor contributing to the dropout rate is poor achievement in reading. In the Panel's original high school study, individual school dropout rates can best be predicted on the basis of the proportion of the entering freshman class with below normal reading scores (r = .681). Eventual dropout rates for elementary schools also related directly to the proportion of graduating eighth graders reading below normal. A second important variable was the proportion of students from low income homes. This variable is even more important at the elementary school level than it was at the high school level.

There have been major changes in the student preparation levels between the Spring of 1978 and Spring 1986. Systemwide, the proportion of students reported reading at below normal levels has declined from 47% to 34%. This appears to be a significant reduction (13 percentage points) in the students leaving the elementary schools who are unprepared for high school level work. However, changes in test administration and test norms mean that the real change is estimated to be somewhat less. It can be expected that a reduction in the number of students with below normal reading scores would result in a reduction in the number of students dropping out. There was a slight increase (up one percentage point, to 42%) in the proportion of students from low income homes. This increase is so slight, it has little effect on future dropout rates. Using statistical measures which reflect these changes in the key variables related to high school success, the Panel has predicted eventual dropout rates for the Class of 1990 (those who entered high school in the Fall of 1986).

However, this prediction must be qualified due to two problems whose impact is unclear. The Class of 1990 will be facing stiffer graduation requirements which were adopted by the Board of Education in recent years. These requirements may be discouraging to some students who were making adequate progress towards graduation under the old standards but which is inadequate under the new ones. Thus, these stiffer requirements may have the effect of increasing the dropout rate somewhat.

The second problem involves differences between the cohort of students who left the elementary schools in the Spring of 1986 and the cohort who entered Chicago Public High Schools in the Fall of that year. In the Spring, there were 25,727 eighth graders who took reading tests. The median reading score for that entire group was 8.2 (the national norm would be 8.8). However, 1,433 of those students enrolled in parochial high schools; these students had a median reading score of 9.1, well above national norms. Another 964 enrolled in schools outside the city; these students had a median reading score of 8.5, below national norms but still above the median for the eighth grade class. These 2,397 students, 9.3% of the class, represented a large part of the better prepared students graduating from the eighth grade. In addition, there were 1,024 transfers into the Chicago system in the new freshman class, and their median scores were slightly below the average for the class. There were also 745 overage students who were promoted to high school even though they had not completed eighth grade; almost all students in this group were reading at below normal rates. Thus, the entering ninth grade class had lost nearly ten percent of its students from the top of the class and gained 1,769 students (6.9%) who were reading at lower levels. The result is a freshman class significantly less prepared for high school than would have been anticipated from the graduating eighth grade class. Thus, the Panel's projection of the dropout rate for the high school Class of 1990 is probably somewhat optimistic.

It is important to recognize that elementary schools today do not look exactly like they did in 1978. Most have improved the academic achievement levels of their students; a few have seen those levels deteriorate. These changes are likely to be reflected in the eventual dropout rates of their recent graduates. Systemwide, the Panel predicts a dropout rate for the Class of 1990 of 38%, a decrease of about five percentage points.* However, the Panel warns the public that, due to stiffer graduation requirements and the change in the freshman class composition resulting from transfers in and out of the system, the actual dropout rate may be somewhat higher.

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* The estimated number of dropouts for each elementary school for the Class of 1990 (NDR90) was derived from a regression equation involving the enrollment of the eighth grade class in 1986, the number of students reading below normal in 1986 (NLR86), and the number of low income students (NLI86). The overlap between low readers and low income students was accounted for by multiplying these numbers together and dividing by the enrollment. This equation is estimated to have a standard error of plus or minus 6.513 students, a multiple correlation coefficient of 0.94, exclusive of EVGC schools.

$$\mathrm{NDR90} = 3.2 + 0.726 \times \mathrm{NLR86} + 0.57 \times \mathrm{NLI86} - 0.92 \times \frac{\mathrm{NLR86} \times \mathrm{NLI86}}{\mathrm{ENROLL86}}$$

APPENDICES

Table A1: Elementary Schools, Dropout Rates, and Basic Factors Contributing
to the Dropout Rate, Chicago Public Schools, Class of 1982

DIST	UNIT	SCHOOL NAME	ENROLLED GRADE 8	DROPOUT RATE	DROPOUT RANKING	PERCENT BELOW NORMAL	PERCENT OVERAGE	PERCENT LOW INCOME	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	READ SCORE GRADE 3	READ SCORE GRADE 5	READ SCORE GRADE 8
1	2190	BATEMAN	68	47.1%	255	22.2%	2.9%	18.7%	72.0%	0.0%	16.0%	12.0%	3.3	6.3	8.6
1	2240	BEAUBIAN	49	28.6%	76	14.3%	18.4%	4.5%	86.5%	8.3%	3.8%	1.4%	3.4	6.8	8.4
1	2260	BELDING	39	33.3%	105	41.0%	25.5%	11.3%	79.4%	6.3%	8.4%	5.9%	4.1	6.8	8.1
1	2380	BRIDGE	33	30.3%	87	36.4%	0.0%	17.5%	91.9%	7.1%	0.6%	0.4%	3.6	6.6	9.0
1	2440	BUDLONG	67	26.9%	73	17.7%	10.4%	6.4%	86.4%	2.4%	3.7%	7.5%	3.4	6.7	8.1
1	2620	CANTY	34	23.5%	62	24.2%	11.8%	4.4%	92.6%	3.6%	2.9%	0.9%	3.8	6.5	8.5
1	2800	CLEVELAND	37	43.2%	209	25.7%	27.0%	5.5%	81.5%	2.0%	11.8%	4.7%	4.4	6.4	8.0
1	2950	DIRKSEN	36	11.1%	10	11.1%	8.3%	2.8%	95.9%	0.3%	0.7%	3.1%	4.6	7.6	9.1
1	3150	EBINGER	57	17.5%	30	12.7%	8.8%	3.2%	92.3%	6.9%	0.0%	0.8%	4.5	7.0	9.0
1	3170	EDGEBROOK	20	15.0%	23	0.0%	0.0%	1.7%	96.9%	0.0%	0.5%	2.6%	4.9	7.9	10.1
1	3180	EDISON *	31	25.8%	69	26.7%	6.5%	0.9%	86.7%	8.6%	2.1%	2.6%	5.4	6.9	8.5
1	3280	FARNSWORTH	46	23.9%	64	4.3%	15.2%	3.1%	92.5%	4.9%	2.1%	0.5%	5.4	7.1	9.3
1	3510	GARVEY	60	13.3%	15	5.3%	3.3%	2.1%	89.0%	7.2%	1.9%	1.9%	4.4	8.0	7.7
1	3810	HAUGEN	121	43.8%	215	31.5%	16.5%	15.6%	74.5%	0.3%	15.1%	10.1%	3.7	6.5	8.0
1	3940	HENRY	61	45.9%	240	28.3%	18.0%	13.5%	82.1%	0.0%	12.5%	5.4%	3.9	6.8	7.7
1	4010	HITCH	57	15.8%	26	8.9%	5.3%	2.2%	96.9%	0.0%	1.0%	2.1%	4.9	7.4	9.1
1	5020	MURPHY	48	41.7%	193	25.0%	18.8%	9.5%	82.8%	2.0%	11.0%	4.2%	3.5	7.2	8.6
1	5120	NORWOOD PARK	17	11.8%	12	5.9%	11.8%	2.1%	97.9%	0.0%	0.5%	1.6%	4.5	7.2	9.1
1	5190	ONAHAM	48	14.6%	21	8.5%	4.2%	2.4%	96.7%	0.7%	1.4%	1.2%	4.5	7.4	9.5
1	5200	ORIOLE PARK	28	14.3%	20	7.1%	10.7%	2.0%	94.6%	3.4%	0.3%	1.7%	4.4	6.3	9.2
1	5260	PALMER	52	21.2%	42	13.7%	11.5%	4.4%	86.0%	4.8%	4.2%	5.0%	4.4	7.1	8.6
1	5410	PETERSON	46	17.4%	29	16.7%	17.4%	2.7%	82.6%	0.0%	2.2%	15.2%	2.7	7.7	9.7
1	5490	PORTAGE PARK	58	29.3%	82	10.7%	19.0%	5.7%	97.4%	0.0%	2.0%	0.6%	3.5	7.3	9.1
1	5510	PRUSSING	43	11.6%	11	9.3%	9.3%	4.2%	91.9%	2.5%	3.5%	2.1%	4.1	7.4	9.5
1	5690	SAUGANASH	22	22.7%	57	13.6%	9.1%	2.1%	90.9%	0.0%	3.0%	6.1%	2.8	7.9	9.7
1	5960	SMYSER	37	21.6%	44	16.7%	16.2%	20.0%	85.2%	11.5%	2.0%	1.3%	2.6	7.1	8.2
1	5980	SOLOMON	23	0.0%	1	10.0%	8.7%	0.4%	71.3%	8.6%	4.8%	15.3%	4.2	7.8	9.6
1	6190	THORP ACDMY	35	34.3%	113	20.6%	31.4%	51.4%	0.8%	67.2%	32.0%	0.0%	3.0	4.6	6.8
1	6270	VOLTA	46	37.0%	137	29.5%	6.5%	13.3%	66.1%	0.6%	11.9%	21.4%	4.5	6.1	8.1
1	6290	VON STEUBN IN\UP	122	36.1%	130	41.4%	22.1%	20.4%	52.0%	0.6%	33.4%	14.0%	4.2	n/a	8.0
1	6370	WATERS	58	32.8%	103	34.0%	10.3%	16.4%	73.2%	1.0%	12.8%	13.0%	3.3	5.8	7.3
1	6470	WILDWOOD	13	7.7%	7	0.0%	0.0%	1.0%	94.8%	0.0%	1.5%	3.7%	3.5	7.7	10.1
2	4590	ARAI	187	47.1%	255	55.6%	26.2%	52.6%	38.9%	22.2%	25.3%	25.3%	n/a	n/a	6.5
2	2080	ARMSTRONG	45	22.2%	52	7.1%	8.9%	9.2%	77.7%	4.5%	4.5%	13.3%	n/a	6.7	9.3
2	2320	BOONE	76	15.8%	26	9.2%	9.2%	2.0%	88.4%	0.0%	1.7%	9.9%	5.5	6.9	9.4
2	2750	CHAPPELL	31	32.3%	99	31.0%	19.4%	14.0%	81.3%	0.5%	8.9%	9.3%	3.9	6.6	8.1
2	2810	CLINTON	72	23.6%	63	11.9%	13.9%	5.2%	81.5%	0.0%	6.6%	11.9%	4.5	7.1	9.8
2	8000	DISNEY MAGNET	82	22.0%	51	31.7%	1.2%	0.0%	45.6%	30.1%	19.9%	4.4%	n/a	6.3	n/a
2	3350	FIELD	45	40.0%	172	20.0%	15.6%	11.8%	56.6%	12.1%	11.9%	19.4%	4.8	6.9	8.5
2	3480	GALE COMM ACDMY	58	41.4%	189	63.0%	24.1%	24.7%	18.2%	47.3%	26.0%	8.5%	4.0	6.0	6.2
2	3590	GOUDY	49	38.8%	162	43.6%	16.3%	47.3%	28.1%	29.1%	24.4%	18.4%	3.7	4.6	6.4
2	3630	GREELEY *	32	43.8%	215	45.2%	15.6%	36.9%	24.6%	4.6%	60.4%	10.4%	4.0	5.3	6.5
2	3850	HAYT	54	25.9%	70	31.3%	24.1%	16.3%	73.1%	2.6%	10.8%	13.5%	4.3	7.2	9.0
2	4180	JAMIESON	72	15.3%	25	11.3%	18.1%	4.6%	83.1%	0.0%	5.3%	11.6%	3.9	7.5	9.7
2	4300	KILMER	52	13.5%	16	22.4%	21.2%	11.3%	64.0%	4.7%	16.9%	14.4%	3.6	6.8	8.7
2	4800	MCPHERSON	101	44.6%	224	51.7%	30.7%	17.3%	60.0%	0.6%	26.2%	13.2%	3.6	5.8	7.1
2	5360	PEIRCE	67	22.4%	55	19.7%	14.9%	22.0%	50.7%	0.4%	30.3%	18.6%	3.9	6.6	8.1
2	5630	ROGERS	64	6.3%	4	8.1%	4.7%	1.3%	76.4%	3.3%	4.5%	15.8%	5.2	7.4	9.3
2	6070	STONE ACDMY	30	43.3%	212	28.6%	20.0%	5.9%	64.3%	1.4%	5.8%	28.5%	4.8	7.3	8.9
2	6130	SWIFT	43	20.9%	38	43.6%	27.9%	35.1%	40.1%	27.1%	16.4%	16.4%	3.3	5.3	6.8
2	6230	TRUMBULL	91	37.4%	140	61.6%	17.6%	24.7%	58.0%	3.0%	29.1%	9.9%	3.5	5.3	7.4
3	2030	AGGASIZ	31	51.6%	301	41.4%	19.4%	31.9%	42.4%	2.5%	50.7%	4.4%	n/a	5.4	7.8
3	2040	ALCOTT	26	57.7%	352	26.1%	38.5%	21.7%	47.5%	19.8%	28.4%	4.3%	n/a	6.2	8.4
3	2110	AUDUBON	50	40.0%	172	34.8%	4.0%	20.2%	73.4%	0.5%	19.3%	6.8%	3.9	5.7	7.4
3	2270	BELL	42	28.6%	76	8.3%	9.5%	7.6%	67.4%	8.0%	19.8%	4.8%	4.6	6.3	8.2
3	2300	BLAINE *	77	50.6%	290	20.8%	32.5%	30.1%	40.2%	0.9%	50.3%	8.6%	3.5	5.4	8.0
3	2470	BURLEY	43	53.5%	324	47.4%	30.2%	37.4%	66.2%	0.5%	29.3%	4.0%	3.0	6.0	8.2
3	2560	BYRD COMM ACDMY	47	40.4%	180	35.6%	8.5%	60.7%	0.0%	100.0%	0.0%	0.0%	3.1	4.7	7.0
3	6670	COOLEY EVGC *	12	91.7%	379	0.0%	33.3%	91.7%	0.0%	100.0%	0.0%	0.0%	3.3	n/a	n/a
3	2880	COONLEY	52	51.9%	307	44.9%	36.5%	15.6%	89.4%	0.3%	6.9%	3.4%	3.1	5.9	7.8
3	3420	FRANKLIN BRANCH	21	42.9%	204	68.4%	19.0%	0.0%	4.2%	88.5%	7.3%	0.0%	3.1	n/a	n/a
3	3730	HAMILTON	34	61.8%	362	19.4%	17.6%	28.0%	58.1%	0.3%	36.1%	5.5%	3.6	5.5	8.1
3	3830	HAWTHORNE ACDMY	51	45.1%	232	55.8%	15.7%	38.7%	30.2%	2.8%	60.5%	6.5%	2.8	5.0	6.9
3	4890	INTER-AMER MAG	28	46.4%	245	46.2%	17.9%	0.0%	25.0%	10.7%	60.7%	3.6%	n/a	n/a	n/a
3	4200	JENNER	95	48.4%	270	65.2%	50.5%	81.8%	0.0%	99.9%	0.1%	0.0%	n/a	4.4	5.6
3	4420	LASALLE LNG ACDY	13	38.5%	158	46.2%	7.7%	28.1%	37.8%	50.7%	11.6%	0.0%	1.8	5.6	7.6
3	4440	LEMOYNE	44	34.1%	112	54.5%	0.0%	56.3%	17.6%	16.3%	58.9%	7.2%	3.4	4.7	6.9
3	4480	LINCOLN	14	21.4%	43	0.0%	14.3%	4.4%	78.5%	12.2%	5.0%	4.3%	2.6	7.5	9.7
3	4580	MANIERRE	44	54.5%	332	50.0%	18.2%	61.3%	0.0%	100.0%	0.0%	0.0%	3.8	4.9	7.8
3	4680	MAYER	35	40.0%	172	53.1%	5.7%	39.0%	46.3%	11.4%	37.1%	5.1%	4.0	6.2	7.8
3	5010	MULLIGAN	20	35.0%	119	70.0%	5.0%	59.9%	2.5%	72.2%	24.5%	0.8%	2.9	4.2	6.3
3	5070	NETTLEHORST	37	43.2%	209	33.3%	8.1%	28.2%	50.5%	19.8%	24.7%	5.0%	2.8	6.3	7.7
3	5080	NEWBERRY MAG	24	54.2%	329	56.5%	41.7%	75.7%	3.7%	56.3%	38.9%	1.1%	4.1	5.7	6.3
3	5150	OGDEN	25	48.0%	266	10.0%	16.0%	8.3%	75.1%	14.7%	6.9%	3.3%	3.6	7.4	10.1
3	5550	RAVENSWOOD	44	47.7%	262	38.1%	22.7%	27.9%	50.7%	1.5%	37.0%	10.8%	4.5	6.1	7.5
3	5760	VON SCHILLER	49	46.9%	253	54.5%	40.8%	0.0%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	n/a

Table A1: Elementary Schools, Dropout Rates, and Basic Factors Contributing to the Dropout Rate, Chicago Public Schools, Class of 1982

DIST	UNIT	SCHOOL NAME	ENROLLED GRADE 8	DROPOUT RATE	DROPOUT RANKING	PERCENT BELOW NORMAL	PERCENT OVERAGE	PERCENT LOW INCOME	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	READ SCORE GRADE 3	READ SCORE GRADE 5	READ SCORE GRADE 8
4	2160	BARRY	27	55.6%	344	25.9%	25.9%	6.9%	83.4%	0.0%	14.0%	2.6%	4.0	6.1	7.8
4	2450	BURBANK	39	28.9%	78	46.7%	26.3%	23.9%	72.2%	17.9%	5.1%	4.8%	3.6	6.6	8.1
4	3020	DEVER	55	21.8%	47	27.3%	14.5%	0.0%	90.1%	9.2%	0.2%	0.5%	4.2	6.4	n/a
4	3270	FALCONER	50	36.0%	126	37.5%	10.0%	9.3%	89.2%	0.5%	7.0%	3.3%	2.9	6.7	8.0
4	3620	GRAY	63	22.2%	52	14.3%	4.8%	6.8%	95.9%	0.0%	2.8%	1.3%	3.5	6.8	9.1
4	3840	HAY COMM ACDMY	124	43.5%	213	61.0%	19.4%	50.0%	1.9%	91.6%	5.5%	1.0%	n/a	4.4	6.0
4	4060	HOWE	84	54.8%	337	79.3%	21.4%	52.7%	0.9%	98.4%	0.7%	0.0%	2.4	4.0	5.3
4	4450	LEWIS	61	50.8%	292	46.6%	18.0%	17.9%	46.4%	13.2%	35.6%	4.8%	2.6	5.3	6.8
4	4500	LLOYD	53	37.7%	145	22.4%	24.5%	11.0%	84.0%	0.0%	14.8%	1.2%	3.2	6.4	7.6
4	4510	LOCKE	69	29.0%	79	39.1%	15.9%	18.3%	88.2%	11.1%	0.2%	0.5%	2.3	7.6	8.3
4	4530	LOVETT	23	52.2%	312	27.3%	13.0%	7.9%	91.0%	0.0%	6.7%	2.3%	4.2	6.3	7.9
4	4560	LYON	33	18.2%	32	16.1%	3.0%	33.6%	86.1%	12.2%	1.1%	0.6%	4.4	7.2	8.7
4	5600	REINBERG	29	34.5%	115	20.7%	24.1%	5.4%	87.2%	4.3%	6.0%	2.5%	4.7	7.4	8.8
4	5720	SAYRE LANG ACDMY	45	46.7%	247	13.3%	33.3%	12.1%	82.8%	12.8%	4.4%	0.0%	4.5	5.9	7.9
4	5730	SCAMMON	36	30.6%	90	25.7%	2.8%	12.1%	90.3%	0.4%	6.5%	2.8%	3.5	7.0	9.2
4	5800	SCHUBERT	59	30.5%	88	24.1%	13.6%	5.8%	93.4%	0.2%	4.6%	1.8%	5.0	7.0	8.6
4	6520	YOUNG, EF	72	44.4%	223	26.8%	15.3%	10.5%	58.7%	8.0%	24.1%	9.2%	2.6	6.4	8.4
5	2140	AVONDALE	70	50.0%	281	35.4%	21.4%	17.3%	50.2%	0.2%	46.4%	3.2%	4.2	6.1	7.0
5	2370	BRENTANO	87	54.0%	328	51.8%	4.6%	30.0%	41.2%	0.4%	54.1%	4.3%	4.2	6.6	7.2
5	2610	CAMERON	86	39.5%	168	42.9%	54.7%	46.3%	4.4%	31.9%	57.3%	6.4%	3.0	4.6	6.5
5	2960	DARWIN	92	57.6%	350	[illegible]6.5%	35.9%	46.1%	23.9%	7.7%	67.7%	0.7%	5.0	5.1	6.0
5	3460	FUNSTON	63	41.3%	188	27.6%	9.5%	34.2%	24.5%	1.4%	73.4%	0.7%	2.9	5.3	7.1
5	4150	IRVING PARK BR NIXON	32	21.9%	49	6.3%	12.5%	0.0%	84.4%	6.3%	3.1%	6.3%	n/a	n/a	n/a
5	4170	JAHN	50	62.0%	364	36.2%	34.0%	23.5%	67.7%	0.2%	28.9%	3.2%	3.6	5.9	7.4
5	4540	LOWELL	75	49.3%	277	54.5%	22.7%	59.2%	3.6%	11.4%	84.8%	0.2%	2.4	4.1	5.4
5	4850	MONROE	55	38.2%	152	39.2%	18.2%	22.1%	66.8%	0.6%	29.8%	2.8%	3.9	6.0	8.0
5	6800	MORTON UPPER	175	44.6%	224	83.4%	26.3%	70.0%	0.0%	99.5%	0.5%	0.0%	n/a	n/a	5.1
5	5000	MOZART	81	37.0%	137	40.3%	23.5%	26.9%	42.5%	0.7%	53.4%	3.4%	3.7	6.1	6.7
5	5100	NIXON	76	44.7%	226	38.5%	23.7%	23.5%	51.8%	0.0%	45.2%	3.0%	3.6	5.6	6.9
5	5110	NOBEL	22	36.4%	132	55.0%	4.5%	25.1%	42.5%	0.6%	56.0%	0.9%	3.2	4.7	6.8
5	7400	PICCOLO MIDD	167	44.9%	230	48.7%	34.7%	39.6%	32.7%	18.5%	48.2%	0.6%	n/a	n/a	6.4
5	5500	PRESCOTT	31	51.6%	301	19.4%	12.9%	30.8%	60.0%	0.4%	38.1%	1.5%	2.5	5.3	7.7
5	5520	PULASKI	99	48.5%	272	46.2%	25.3%	40.4%	21.1%	5.4%	72.3%	1.2%	3.1	4.4	6.4
5	5590	REILLY	45	31.1%	92	18.6%	20.0%	19.4%	87.2%	0.2%	11.2%	1.4%	4.7	6.0	8.5
5	5680	RYERSON	113	38.1%	151	68.6%	6.2%	58.9%	0.0%	99.6%	0.4%	0.0%	2.7	3.9	6.1
5	5790	SCHNEIDER	35	68.6%	370	37.5%	48.6%	55.7%	32.9%	15.3%	50.1%	1.7%	5.3	4.7	7.1
5	6080	STOWE	69	34.8%	116	49.3%	29.0%	43.3%	24.7%	0.9%	73.4%	1.0%	4.1	4.7	6.3
5	6430	TENNYSON EVGC *	127	67.7%	369	95.8%	77.2%	47.8%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	n/a
5	3560	VON GOETHE	53	58.5%	355	40.0%	39.6%	0.0%	45.3%	1.9%	50.9%	1.9%	n/a	n/a	n/a
5	4490	VON LINNE	41	48.8%	276	42.1%	0.0%	0.0%	70.7%	2.4%	19.5%	7.3%	n/a	n/a	n/a
5	5470	WARD	54	31.5%	95	66.0%	0.0%	64.2%	0.0%	99.7%	0.3%	0.0%	2.4	4.5	6.1
6	2060	ANDERSON	63	47.6%	261	61.3%	34.9%	53.2%	19.9%	13.7%	65.8%	0.6%	4.3	4.1	5.7
6	7600	ANDERSON EVGC	45	75.6%	375	87.1%	84.4%	54.5%	13.9%	13.9%	72.3%	0.0%	2.5	n/a	n/a
6	2530	BURR	39	59.0%	356	36.1%	35.9%	43.1%	19.5%	1.4%	76.5%	2.6%	2.7	4.4	6.5
6	2640	CARPENTER	80	47.5%	259	68.1%	27.5%	48.2%	6.4%	22.8%	70.7%	0.1%	n/a	4.3	5.7
6	2760	CHASE	36	41.7%	193	47.2%	30.6%	43.6%	33.4%	0.9%	65.2%	0.5%	2.2	4.9	6.5
6	7640	CHOPIN UPPER *	171	46.2%	242	65.2%	33.9%	52.3%	7.5%	10.7%	80.3%	1.5%	2.4	n/a	6.0
6	7420	DE DIEGO CMM AC	156	57.1%	348	77.9%	29.5%	0.0%	2.6%	20.5%	75.6%	1.3%	n/a	n/a	n/a
6	3120	DRUMMOND	27	59.3%	357	52.2%	51.9%	37.3%	39.4%	1.3%	58.9%	0.4%	2.5	4.6	6.1
6	4380	KOSCIUSZKO	57	57.9%	354	52.1%	7.0%	47.2%	21.5%	0.9%	75.7%	1.9%	n/a	4.6	6.3
6	4840	MITCHELL	45	55.6%	346	38.9%	35.6%	31.8%	31.8%	3.0%	64.8%	0.4%	2.8	4.9	6.5
6	5220	OTIS	45	53.3%	323	45.2%	28.9%	47.5%	29.3%	1.3%	68.5%	0.9%	2.7	5.1	6.9
6	5330	PEABODY	38	44.7%	226	51.9%	42.1%	44.1%	10.5%	20.0%	69.0%	0.5%	2.8	4.6	6.4
6	6140	TALCOTT	67	50.7%	291	42.0%	34.3%	42.1%	20.7%	2.6%	76.3%	0.4%	2.9	5.2	7.1
6	6281	VON HUMBOLDT BR	156	62.8%	366	78.9%	9.0%	0.0%	7.1%	16.1%	76.5%	0.3%	2.9	3.7	n/a
6	6460	WICKER PARK	29	48.3%	269	45.8%	41.4%	-1.0%	6.7%	27.3%	66.0%	0.0%	2.4	4.5	n/a
6	7740	YATES UPPER *	158	57.6%	350	68.2%	28.5%	45.0%	20.5%	3.7%	74.3%	1.5%	n/a	4.2	5.9
7	6620	CLARK MIDDLE	278	42.1%	198	59.1%	25.9%	64.2%	0.0%	99.9%	0.1%	0.0%	3.5	n/a	5.6
7	6630	DOUGLASS MIDDLE	297	41.4%	189	63.3%	13.8%	64.1%	0.2%	99.4%	0.5%	0.0%	n/a	n/a	5.9
7	3230	EMMET	121	54.5%	332	70.3%	12.4%	48.4%	0.0%	100.0%	0.0%	0.0%	4.4	4.0	5.8
7	3240	ERICSON	62	46.8%	250	62.3%	0.0%	72.0%	0.0%	100.0%	0.0%	0.0%	2.5	4.6	6.5
7	7930	LAWRENCE *	165	47.3%	257	66.5%	29.7%	73.6%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	5.4
7	4670	MAY	51	52.9%	320	47.9%	15.7%	54.9%	0.0%	100.0%	0.0%	0.0%	4.4	4.8	6.7
7	7190	MELODY	65	33.8%	109	49.2%	26.2%	49.2%	0.0%	100.0%	0.0%	0.0%	2.7	4.0	6.5
7	5050	NASH	105	51.4%	299	67.0%	5.7%	0.0%	1.9%	94.3%	3.8%	0.0%	n/a	n/a	n/a
7	7140	ROENTGEN ED/VC C	160	73.8%	373	91.9%	83.8%	76.7%	0.0%	100.0%	0.0%	0.0%	2.8	n/a	n/a
7	6000	SPENCER	86	40.7%	183	79.5%	16.3%	57.2%	0.0%	100.0%	0.0%	0.0%	3.9	4.2	5.9
8	8020	BETHUNE	74	48.6%	274	69.0%	28.4%	71.6%	0.0%	100.0%	0.0%	0.0%	3.8	4.0	5.7
8	2540	BURROUGHS	44	43.2%	209	17.1%	4.5%	27.4%	77.5%	0.0%	21.4%	1.1%	3.5	5.7	8.0
8	2740	CHALMERS	55	45.5%	237	79.6%	3.6%	76.4%	0.0%	100.0%	0.0%	0.0%	3.0	4.5	5.9
8	7610	COOPER UPP	302	50.0%	281	63.4%	46.7%	33.9%	4.5%	1.6%	93.7%	0.2%	n/a	n/a	5.9
8	2970	DAVIS	53	50.9%	293	22.0%	18.9%	15.7%	55.6%	0.0%	43.3%	1.1%	3.5	6.3	8.2
8	3260	EVERETT	27	22.2%	52	22.2%	22.2%	27.1%	84.1%	0.0%	14.7%	1.2%	3.9	5.6	7.6
8	3690	GUNSAULUS ACDMY	42	40.5%	182	15.0%	26.2%	10.8%	86.6%	0.0%	13.4%	0.0%	3.8	6.4	8.6
8	3900	HEDGES	31	54.8%	337	25.8%	9.7%	22.0%	67.0%	0.3%	29.9%	2.8%	3.3	6.1	7.6
8	3980	HESS UPPER GRADE *	303	50.2%	287	69.8%	43.6%	81.9%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	5.5
8	4520	LONGFELLOW *	38	36.8%	136	43.2%	18.4%	29.4%	77.3%	0.0%	21.6%	1.1%	3.1	4.7	6.8

Table A1: Elementary Schools, Dropout Rates, and Basic Factors Contributing
to the Dropout Rate, Chicago Public Schools, Class of 1982

DIST	UNIT	SCHOOL NAME	ENROLLED GRADE 8	DROPOUT RATE	DROPOUT RANKING	PERCENT BELOW NORMAL	PERCENT OVERAGE	PERCENT LOW INCOME	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	READ SCORE GRADE 3	READ SCORE GRADE 5	READ SCORE GRADE 8
8	5430	PICKARD	58	51.7%	303	45.5%	36.2%	30.3%	16.2%	0.0%	83.9%	0.0%	2.8	4.6	6.4
8	5450	PLAMONDON	16	62.5%	365	28.6%	18.8%	38.3%	4.9%	17.0%	73.9%	4.2%	2.4	4.4	6.9
8	5480	POPE	35	34.3%	113	54.5%	20.0%	57.6%	0.0%	98.0%	2.0%	0.0%	2.5	5.2	6.4
8	5860	SHEPHARD *	36	36.1%	130	50.0%	50.0%	70.5%	0.0%	100.0%	0.0%	0.0%	2.9	5.1	6.5
8	5910	SHIELDS	53	54.7%	336	28.6%	7.5%	15.4%	90.1%	1.0%	8.5%	0.4%	3.9	6.3	8.0
8	6020	SPRY *	93	36.6%	134	47.7%	39.8%	31.8%	10.9%	2.7%	86.0%	0.4%	2.8	4.7	6.3
8	7940	W GARFIELD PK *	202	55.0%	341	65.8%	25.7%	72.4%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	5.7
9	2400	BROWN	65	47.7%	262	33.8%	26.2%	62.1%	0.0%	100.0%	0.0%	0.0%	n/a	4.1	6.8
9	6610	CALHOUN NO.	33	33.3%	105	51.6%	6.1%	67.2%	0.0%	100.0%	0.0%	0.0%	n/a	4.3	5.7
9	6730	CATHER	49	46.9%	253	70.2%	8.2%	67.3%	0.2%	99.8%	0.0%	0.0%	2.8	4.2	5.8
9	6740	DETT	37	18.9%	33	22.2%	5.4%	91.9%	0.0%	100.0%	0.0%	0.0%	n/a	4.3	6.3
9	3050	DODGE	40	52.5%	315	51.3%	20.0%	52.2%	0.0%	100.0%	0.0%	0.0%	2.9	4.3	5.3
9	4640	FARADAY	88	44.3%	221	42.5%	18.2%	66.5%	0.0%	100.0%	0.0%	0.0%	2.6	4.3	6.8
9	3540	GLADSTONE	54	51.9%	307	24.5%	16.7%	65.8%	0.0%	100.0%	0.0%	0.0%	2.6	5.0	7.4
9	3610	GRANT	109	46.8%	250	18.4%	27.5%	88.0%	0.0%	100.0%	0.0%	0.0%	2.5	4.3	7.1
9	3950	HERBERT	38	44.7%	226	32.4%	15.8%	62.7%	1.1%	98.7%	0.0%	0.2%	n/a	n/a	7.3
9	4140	IRVING	27	40.7%	183	48.1%	7.4%	42.6%	10.0%	25.7%	60.1%	4.2%	3.0	n/a	6.1
9	4790	JACKSON	10	30.0%	85	30.0%	40.0%	26.9%	20.3%	2.7%	75.9%	1.1%	2.1	4.8	6.8
9	4190	JEFFERSON	22	54.5%	332	18.2%	9.1%	45.8%	1.9%	84.7%	11.5%	1.9%	3.3	5.0	7.2
9	6920	JENSEN	43	30.2%	86	60.0%	18.6%	83.3%	0.2%	99.8%	0.0%	0.0%	2.6	4.9	6.0
9	4310	KING	64	43.8%	215	66.1%	32.8%	66.8%	1.6%	74.4%	23.8%	0.2%	2.9	4.2	5.6
9	7270	MCKINLEY ED/VC C	165	80.6%	377	51.9%	90.9%	44.9%	0.0%	100.0%	0.0%	0.0%	3.4	n/a	n/a
9	4820	MEDILL INT/UPP	103	51.5%	300	41.2%	6.8%	84.9%	0.0%	100.0%	0.0%	0.0%	2.7	4.7	5.8
9	4860	MONTEFIORE	20	100.0%	381	0.0%	70.0%	0.0%	25.0%	60.0%	15.0%	0.0%	n/a	n/a	n/a
9	5620	RIIS	34	41.2%	186	14.7%	2.9%	64.4%	0.0%	99.8%	0.0%	0.2%	n/a	4.4	7.3
9	7814	SIMPSON LIV CTR	16	75.0%	374	0.0%	68.8%	0.0%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	n/a
9	5940	SKINNER	25	44.0%	218	47.6%	36.0%	19.3%	16.2%	66.1%	16.8%	0.9%	n/a	n/a	6.4
9	5970	SMYTH	66	53.0%	321	44.4%	12.1%	89.0%	0.0%	100.0%	0.0%	0.0%	3.0	4.5	6.2
9	5990	SPALDING ELM HAND	10	40.0%	172	-6.0%	90.0%	0.0%	30.0%	40.0%	30.0%	0.0%	n/a	n/a	n/a
9	6090	SUDER	56	53.6%	325	64.3%	28.6%	85.4%	0.0%	100.0%	0.0%	0.0%	2.8	3.7	5.3
10	2420	BRYANT *	53	50.9%	293	75.5%	17.0%	63.4%	0.0%	100.0%	0.0%	0.0%	2.9	n/a	5.4
10	2510	BURNS	78	51.3%	297	42.7%	28.2%	17.3%	4.7%	2.1%	92.8%	0.4%	2.6	4.7	7.2
10	2910	CORKERY	65	38.5%	158	45.9%	41.5%	49.8%	4.3%	69.3%	26.3%	0.1%	3.2	5.3	7.1
10	2940	CROWN COMM ACDMY	60	36.7%	135	60.3%	5.0%	0.0%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	n/a
10	6760	DVORAK	66	48.5%	272	67.7%	10.6%	50.5%	0.0%	100.0%	0.0%	0.0%	1.9	4.1	5.8
10	7780	FRAZIER	58	51.7%	303	61.4%	27.6%	62.3%	0.0%	100.0%	0.0%	0.0%	3.1	4.7	5.4
10	3520	GARY	58	43.1%	208	47.4%	56.9%	13.7%	18.1%	0.1%	81.5%	0.3%	3.6	5.0	6.6
10	3660	GREGORY	84	32.1%	98	59.8%	20.2%	69.1%	0.0%	100.0%	0.0%	0.0%	2.6	4.5	5.6
10	6570	HENSEN	46	47.8%	264	65.9%	23.9%	66.3%	0.0%	100.0%	0.0%	0.0%	3.0	n/a	6.0
10	3970	HERZL	89	59.6%	359	71.3%	21.3%	79.5%	0.0%	100.0%	0.0%	0.0%	3.3	4.3	5.6
10	7200	LAWLESS UPPER *	139	48.2%	268	44.9%	40.3%	61.8%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	6.4
10	4660	MASON	159	41.5%	191	54.8%	18.2%	61.5%	0.0%	100.0%	0.0%	0.0%	2.5	n/a	6.2
10	4720	MCCORMICK	63	46.0%	241	62.3%	31.7%	24.3%	6.7%	1.1%	91.8%	0.4%	n/a	n/a	6.6
10	6930	PADEREWSKI	46	54.3%	330	54.3%	37.0%	0.0%	0.0%	100.0%	0.0%	0.0%	2.9	4.8	6.2
10	5370	PENN	89	38.2%	152	51.2%	40.4%	0.0%	0.3%	98.3%	1.4%	0.0%	2.5	4.3	6.6
10	6110	SUMNER	91	41.8%	196	65.9%	36.3%	54.1%	0.1%	99.9%	0.0%	0.0%	2.3	4.4	6.1
10	6380	WEBSTER	41	41.5%	191	56.1%	2.4%	60.3%	0.0%	99.8%	0.0%	0.2%	2.4	4.5	6.0
10	6440	WHITNEY	46	60.9%	361	39.0%	21.7%	0.0%	32.6%	2.2%	65.2%	0.0%	n/a	n/a	n/a
11	2010	ABBOTT	47	40.4%	180	53.3%	23.4%	78.3%	0.0%	100.0%	0.0%	0.0%	2.9	4.2	5.7
11	2070	ARMOUR	31	54.8%	337	53.6%	3.2%	38.5%	65.9%	0.1%	33.1%	0.9%	3.5	5.4	6.2
11	2100	ATTUCKS	84	53.6%	325	61.4%	27.4%	98.8%	0.0%	100.0%	0.0%	0.0%	2.5	4.7	6.3
11	6790	DONOGHUE	145	42.1%	198	49.6%	20.7%	73.0%	0.0%	100.0%	0.0%	0.0%	2.5	4.8	6.3
11	3070	DOOLITTLE INT/UPP	131	38.2%	152	50.0%	30.5%	74.2%	0.0%	100.0%	0.0%	0.0%	2.9	4.5	6.2
11	3090	DOUGLAS	167	55.1%	342	68.1%	31.1%	57.7%	0.0%	99.9%	0.1%	0.0%	2.6	4.5	5.7
11	3100	DRAKE ED/VOC CTR	48	37.5%	142	68.9%	29.2%	57.0%	0.0%	99.3%	0.2%	0.5%	2.3	4.7	6.0
11	7030	DRAKE EVOC	92	80.4%	376	98.9%	66.3%	98.0%	0.7%	99.3%	0.0%	0.0%	n/a	n/a	n/a
11	8080	DRAKE, SO COMMON *	26	42.3%	201	32.0%	23.1%	14.5%	0.0%	96.2%	0.0%	3.8%	3.5	5.6	7.5
11	3650	GREENE	22	54.5%	332	27.3%	13.6%	29.0%	71.4%	0.8%	27.7%	0.1%	3.6	6.0	7.4
11	3700	HAINES	64	23.4%	60	24.1%	17.2%	59.6%	0.7%	63.0%	0.4%	35.9%	3.9	5.0	7.2
11	3880	HEALY	52	53.8%	327	36.0%	30.8%	25.8%	65.2%	1.2%	33.1%	0.5%	3.0	5.6	7.3
11	4020	HOLDEN	28	42.9%	204	65.4%	28.6%	34.5%	59.9%	5.6%	33.7%	0.8%	2.8	5.3	6.8
11	4220	JUDD *	17	35.3%	121	41.2%	17.6%	50.7%	0.0%	100.0%	0.0%	0.0%	2.9	4.9	7.3
11	5140	OAKLAND *	34	26.5%	71	41.9%	32.4%	0.0%	0.0%	97.1%	0.0%	2.9%	n/a	n/a	n/a
11	5400	PERSHING MAG	18	5.6%	3	0.0%	5.6%	4.8%	2.6%	94.8%	0.7%	1.9%	n/a	5.2	9.9
11	6330	WARD	23	21.7%	45	45.0%	26.1%	32.4%	14.5%	45.6%	26.6%	13.3%	2.8	5.6	7.3
11	6490	WILLIAMS	94	46.8%	250	65.6%	10.6%	99.6%	0.0%	100.0%	0.0%	0.0%	2.3	n/a	5.7
12	5750	BONTEMPS	75	44.0%	218	72.9%	28.0%	62.5%	0.0%	98.8%	1.1%	0.1%	2.4	4.2	5.5
12	2780	CHRISTOPHER	12	8.3%	8	66.7%	50.0%	0.0%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	n/a
12	2900	COPERNICUS	55	45.5%	237	34.0%	18.2%	56.8%	0.4%	99.6%	0.0%	0.0%	3.1	4.6	7.1
12	3080	DORE	25	44.0%	218	20.0%	24.0%	0.5%	96.9%	0.0%	2.1%	1.0%	4.0	6.8	8.5
12	3081	DORE BR	20	15.0%	23	10.0%	15.0%	0.0%	95.0%	0.0%	5.0%	0.0%	n/a	n/a	n/a
12	3200	EDWARDS	62	19.4%	34	15.3%	3.2%	7.2%	83.0%	1.3%	15.1%	0.6%	4.1	6.6	8.5
12	3681	FLEMING BR	19	21.1%	39	11.1%	31.6%	0.0%	91.3%	0.0%	6.3%	2.4%	4.3	n/a	n/a
12	3450	FULTON	80	60.0%	360	45.2%	28.8%	22.1%	43.0%	4.6%	47.3%	5.1%	3.2	5.5	6.8
12	3710	HALE	63	20.6%	36	5.4%	19.0%	4.9%	91.1%	5.5%	2.6%	0.8%	4.6	7.2	9.9
12	3890	HEARST	132	32.6%	101	53.0%	13.6%	47.4%	0.0%	100.0%	0.0%	0.0%	2.7	4.7	6.4
12	3920	HENDERSON	106	44.3%	221	63.6%	5.7%	61.7%	0.2%	96.7%	3.0%	0.1%	2.4	4.3	5.8

Table A1: Elementary Schools, Dropout Rates, and Basic Factors Contributing to the Dropout Rate, Chicago Public Schools, Class of 1982

DIST	UNIT	SCHOOL NAME	ENROLLED GRADE 8	DROPOUT RATE	DROPOUT RANKING	PERCENT BELOW NORMAL	PERCENT OVERAGE	PERCENT LOW INCOME	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	READ SCORE GRADE 3	READ SCORE GRADE 5	READ SCORE GRADE 8
12	4340	KINZIE UPP *	120	21.7%	45	9.3%	14.2%	11.2%	94.4%	2.4%	2.8%	0.4%	n/a	n/a	9.2
12	4470	LIBBY	76	52.6%	318	73.6%	25.0%	73.5%	5.5%	81.7%	11.0%	1.8%	2.3	4.1	5.6
12	5090	NIGHTENGALE	52	30.8%	91	27.5%	9.6%	12.4%	87.3%	0.0%	11.8%	0.9%	4.1	6.3	7.7
12	5310	PASTEUR	41	31.7%	96	5.1%	7.3%	7.1%	96.9%	1.9%	1.2%	0.0%	4.3	6.9	8.3
12	5340	PECK	69	24.6%	66	14.7%	18.8%	7.8%	96.5%	0.0%	2.0%	1.5%	5.8	6.9	9.3
12	5710	SAWYER	48	37.5%	142	45.2%	33.3%	-1.0%	89.7%	4.3%	6.0%	0.0%	4.0	6.0	7.2
12	5890	SHERMAN	122	48.4%	270	62.2%	18.0%	63.7%	0.6%	87.0%	12.3%	0.1%	3.1	4.4	6.2
12	6220	TONTI	50	24.0%	65	26.5%	6.0%	8.6%	87.8%	3.0%	6.9%	2.3%	4.5	7.2	9.1
12	6240	TWAIN	64	23.4%	60	8.2%	14.1%	8.1%	90.7%	2.2%	4.8%	2.3%	4.7	7.0	9.1
13	2210	BEALE UPP *	144	49.3%	277	41.4%	20.1%	54.7%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	6.9
13	6540	BEETHOVEN	102	51.0%	295	64.6%	39.2%	71.5%	0.0%	100.0%	0.0%	0.0%	2.5	n/a	5.6
13	2840	COLMAN	106	45.3%	236	68.3%	41.5%	0.0%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	n/a
13	8070	DYETT MIDDLE	464	48.1%	267	59.6%	21.3%	76.1%	0.1%	99.9%	0.0%	0.0%	n/a	n/a	5.9
13	5280	F PARKMAN	47	57.4%	349	59.1%	34.0%	0.0%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	n/a
13	3300	FARREN	93	50.5%	289	34.8%	36.6%	74.9%	0.0%	100.0%	0.0%	0.0%	2.5	4.1	6.9
13	3600	GRAHAM, A	34	70.6%	372	32.4%	11.8%	30.9%	89.7%	0.0%	10.3%	0.0%	3.2	5.3	7.3
13	3740	HAMLINE	34	64.7%	367	44.8%	35.3%	22.9%	44.1%	0.0%	54.1%	1.8%	2.8	5.3	7.5
13	3790	HARTIGAN	84	61.9%	363	68.7%	60.7%	82.4%	0.0%	100.0%	0.0%	0.0%	3.0	4.4	5.4
13	3930	HENDRICKS	62	32.3%	99	62.3%	29.0%	56.9%	0.0%	100.0%	0.0%	0.0%	2.7	4.4	6.2
13	4130	HOPE COMM ACDMY	360	39.7%	170	60.2%	27.5%	72.8%	0.0%	99.8%	0.2%	0.0%	n/a	n/a	5.8
13	6820	MCCORKLE	39	43.6%	214	54.3%	20.5%	80.7%	0.0%	100.0%	0.0%	0.0%	3.1	4.1	6.3
13	5650	ROSS	205	53.2%	322	46.7%	37.6%	78.2%	0.0%	100.0%	0.0%	0.0%	2.2	n/a	6.3
13	5820	SEWARD	75	37.3%	137	51.5%	12.0%	22.0%	13.1%	0.0%	86.6%	0.3%	3.8	6.1	7.1
13	6840	TERRELL	94	54.3%	330	61.5%	16.0%	86.8%	0.0%	100.0%	0.0%	0.0%	2.5	4.1	6.8
14	7811	BOUSFIELD SP	29	96.6%	380	69.6%	41.4%	0.0%	3.4%	93.1%	3.4%	0.0%	n/a	n/a	n/a
14	6890	DUMAS	61	52.5%	315	50.0%	19.7%	69.7%	0.0%	100.0%	0.0%	0.0%	3.3	5.1	6.3
14	3310	FELSENTHAL *	52	46.2%	242	56.0%	15.4%	92.9%	0.0%	100.0%	0.0%	0.0%	2.6	4.7	6.4
14	3320	FERMI	99	36.4%	132	33.3%	8.1%	58.6%	0.0%	100.0%	0.0%	0.0%	2.8	4.9	7.2
14	3360	FISKE	45	37.8%	148	54.8%	28.9%	59.6%	0.0%	100.0%	0.0%	0.0%	2.8	4.8	6.9
14	3440	FULLER	46	34.8%	116	30.2%	10.9%	57.2%	0.0%	100.0%	0.0%	0.0%	2.8	6.2	n/a
14	3780	HARTE	73	21.9%	49	24.3%	9.6%	9.9%	34.4%	59.0%	1.4%	5.2%	4.8	8.2	9.2
14	4390	KOZMINSKI ACDMY	53	37.7%	145	49.0%	9.4%	30.9%	0.2%	99.8%	0.0%	0.0%	2.8	4.9	7.0
14	4740	MCCOSH	114	52.6%	318	57.1%	21.9%	51.2%	0.0%	99.9%	0.0%	0.1%	3.1	4.7	6.6
14	6950	MOLLISON	30	46.7%	247	26.7%	6.7%	63.2%	0.0%	100.0%	0.0%	0.0%	2.8	4.7	6.7
14	7700	OAKENWALD SO.I/U	123	42.3%	201	66.7%	30.9%	81.9%	0.8%	99.2%	0.0%	0.0%	n/a	4.0	5.7
14	6810	PRICE	59	52.5%	315	44.1%	39.0%	62.2%	0.5%	99.5%	0.0%	0.0%	3.0	4.7	5.7
14	5560	RAY	48	20.8%	37	19.6%	4.2%	11.0%	40.1%	49.4%	3.0%	7.5%	n/a	8.4	10.4
14	5810	SCOTT *	54	38.9%	163	50.0%	7.4%	68.3%	0.0%	100.0%	0.0%	0.0%	2.8	5.4	6.5
14	5830	SEXTON	102	41.2%	186	42.2%	22.5%	-1.0%	0.0%	100.0%	0.0%	0.0%	2.8	n/a	n/a
14	5850	SHAKESPEARE	30	56.7%	347	40.0%	26.7%	84.5%	0.0%	100.0%	0.0%	0.0%	2.9	4.4	6.8
14	7813	TUBMAN LIV CTR	20	65.0%	368	0.0%	40.0%	0.0%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	n/a
14	7730	WADSWORTH *	71	57.7%	352	60.9%	14.1%	75.6%	0.0%	100.0%	0.0%	0.0%	2.6	4.6	5.7
14	4260	WIRTH EXPER	87	21.8%	47	30.1%	11.5%	25.6%	6.8%	92.2%	0.2%	0.8%	n/a	5.8	8.0
14	7750	WOODSON NO.	109	48.6%	274	60.0%	25.7%	100.0%	0.0%	100.0%	0.0%	0.0%	n/a	4.6	5.9
14	3380	WOODSON STURGIS EVOC	42	85.7%	378	97.5%	76.2%	0.0%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	n/a
15	2050	ALTGELD	123	45.5%	237	47.0%	16.3%	51.5%	0.0%	100.0%	0.0%	0.0%	3.1	4.6	6.5
15	2170	BARTON	147	46.3%	244	38.3%	34.7%	44.2%	0.0%	100.0%	0.0%	0.0%	2.6	5.0	6.8
15	6830	BUNCHE	71	46.5%	246	75.0%	25.4%	52.3%	0.0%	99.9%	0.1%	0.0%	2.5	4.3	5.9
15	2650	CARROLL	47	14.9%	22	8.5%	23.4%	3.5%	96.0%	0.0%	3.2%	0.8%	4.8	7.0	9.8
15	2980	DAWES	94	6.4%	5	5.4%	20.2%	3.1%	96.3%	0.0%	3.0%	0.7%	4.9	7.1	9.3
15	3130	EARLE	149	51.7%	303	66.9%	13.4%	65.8%	0.1%	99.9%	0.0%	0.0%	2.6	4.5	5.7
15	3140	EBERHART	57	28.1%	75	19.3%	22.8%	6.3%	94.8%	0.0%	3.7%	1.5%	4.3	7.2	9.2
15	3430	FOSTER PARK	134	31.3%	94	42.2%	17.9%	33.5%	0.2%	99.8%	0.0%	0.0%	2.4	4.8	6.8
15	4120	HURLEY	33	12.1%	13	6.1%	9.1%	9.6%	90.4%	5.3%	3.7%	0.6%	5.3	6.8	9.0
15	2330	JOPLIN	94	38.3%	157	51.7%	16.0%	33.9%	0.0%	100.0%	0.0%	0.0%	2.7	4.8	6.7
15	7170	LEE	27	51.9%	307	42.3%	33.3%	4.4%	89.5%	6.9%	3.4%	0.2%	4.2	7.0	8.3
15	4620	MARQUETTE	54	50.0%	281	25.5%	29.6%	12.4%	79.8%	9.5%	10.4%	0.3%	4.0	6.1	8.4
15	4760	MCKAY	47	44.7%	226	37.0%	27.7%	14.6%	46.4%	37.4%	13.9%	2.3%	4.9	6.0	7.4
15	4880	MORRILL	76	47.4%	258	33.3%	14.5%	14.0%	79.8%	3.6%	15.6%	1.0%	3.9	6.3	8.0
15	5230	O'TOOLE	156	51.3%	297	71.1%	28.2%	54.4%	0.4%	98.8%	0.5%	0.3%	2.2	4.1	5.3
15	5240	OWEN	19	21.1%	39	27.8%	31.6%	1.7%	91.5%	6.0%	1.3%	1.2%	4.2	7.4	8.8
15	6030	STEVENSON	95	12.6%	14	6.3%	12.6%	5.3%	84.9%	13.8%	0.5%	0.8%	4.9	6.8	9.4
16	6550	BOND	72	41.7%	193	49.2%	44.4%	57.4%	0.0%	100.0%	0.0%	0.0%	2.9	n/a	6.4
16	4460	CHAPMAN *	69	52.2%	312	58.3%	26.1%	0.0%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	n/a
16	2860	COOK	163	35.6%	122	23.3%	20.2%	38.4%	0.0%	100.0%	0.0%	0.0%	3.0	5.2	7.6
16	5270	F PARKER CMM ACY	72	55.6%	344	51.4%	34.7%	0.0%	0.0%	98.6%	0.0%	1.4%	n/a	n/a	n/a
16	7080	GERSHWIN	77	39.0%	164	20.5%	44.2%	72.4%	0.0%	100.0%	0.0%	0.0%	2.7	5.4	7.0
16	5160	GOETHALS EL/VOC C	147	68.7%	371	80.6%	76.2%	44.7%	0.0%	99.5%	0.4%	0.1%	n/a	n/a	n/a
16	7050	GUGGENHEIM	76	50.0%	281	46.3%	28.9%	57.1%	0.0%	100.0%	0.0%	0.0%	2.9	4.4	6.4
16	4040	HOOKWAY *	59	35.6%	122	40.7%	13.6%	36.6%	0.0%	100.0%	0.0%	0.0%	3.4	5.3	7.4
16	6580	LOW UPP/MID	183	49.7%	280	42.7%	45.4%	66.6%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	6.8
16	6870	REED	66	50.0%	281	27.4%	34.8%	63.4%	0.0%	100.0%	0.0%	0.0%	3.1	n/a	7.0
16	7760	STAGG	169	46.7%	247	34.9%	45.6%	50.3%	0.0%	100.0%	0.0%	0.0%	2.8	4.6	6.5
16	6390	WENTWORTH	76	42.1%	198	15.8%	30.3%	62.4%	0.0%	100.0%	0.0%	0.0%	2.5	n/a	7.5
16	7260	WESCOTT	56	39.3%	166	40.4%	37.5%	64.1%	0.0%	100.0%	0.0%	0.0%	2.9	4.5	6.6
17	2130	AVALON PARK	102	33.3%	105	33.3%	12.7%	32.5%	0.0%	100.0%	0.0%	0.0%	3.2	5.0	7.3
17	2340	BRADWELL	107	49.5%	279	47.1%	17.8%	58.5%	0.5%	99.3%	0.2%	0.0%	2.6	4.7	6.7

Table A1: Elementary Schools, Dropout Rates, and Basic Factors Contributing to the Dropout Rate, Chicago Public Schools, Class of 1982

DIST	UNIT	SCHOOL NAME	ENROLLED GRADE 8	DROPOUT RATE	DROPOUT RANKING	PERCENT BELOW NORMAL	PERCENT OVERAGE	PERCENT LOW INCOME	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	READ SCORE GRADE 3	READ SCORE GRADE 5	READ SCORE GRADE 8
17	2430	BRYN MAWR	193	42.0%	197	33.5%	12.4%	52.1%	0.3%	99.4%	0.2%	0.1%	3.2	5.5	7.4
17	2580	CALDWELL	113	45.1%	232	27.9%	21.2%	30.9%	0.0%	100.0%	0.0%	0.0%	3.6	5.8	8.0
17	2830	COLES	103	50.5%	288	59.2%	8.7%	36.9%	1.0%	90.9%	8.1%	0.0%	3.1	4.6	6.3
17	2920	CORNELL *	81	33.3%	105	48.1%	58.0%	63.9%	0.6%	98.8%	0.7%	0.0%	3.4	5.1	6.6
17	3010	DENEEN	89	39.3%	166	31.5%	47.2%	43.3%	0.0%	100.0%	0.0%	0.0%	3.0	4.4	6.9
17	3040	DIXON	130	16.9%	28	20.3%	26.2%	20.7%	0.0%	100.0%	0.0%	0.0%	4.0	6.6	7.9
17	4570	MADISON -O	96	29.2%	80	48.9%	17.7%	53.5%	0.0%	100.0%	0.0%	0.0%	3.2	4.6	6.7
17	4610	MANN	149	35.6%	122	43.1%	14.1%	34.9%	0.2%	99.6%	0.2%	0.0%	3.0	5.1	6.9
17	5060	NEIL	10	40.0%	172	-6.0%	50.0%	16.9%	0.0%	99.4%	0.6%	0.0%	3.5	6.6	n/a
17	5180	O'KEEFE	108	50.0%	281	64.0%	13.9%	55.4%	0.1%	99.9%	0.0%	0.0%	3.0	5.2	6.4
17	5290	PARK MANOR	50	32.0%	97	36.7%	30.0%	54.2%	0.0%	100.0%	0.0%	0.0%	3.3	4.6	6.8
17	5300	PARKSIDE CMM ACY	54	51.9%	307	55.1%	22.2%	64.1%	0.0%	100.0%	0.0%	0.0%	2.8	4.7	6.5
17	7010	POWELL	58	37.9%	150	47.4%	31.0%	57.7%	0.6%	97.8%	1.4%	0.2%	n/a	4.5	6.4
17	5610	REVERE	71	52.1%	311	25.0%	9.9%	57.9%	0.1%	99.6%	0.3%	0.0%	2.5	5.0	7.3
17	5660	RUGGLES	68	38.2%	152	24.2%	17.6%	28.3%	0.2%	99.8%	0.0%	0.0%	2.9	6.0	7.4
17	6900	SBARBARO	68	39.7%	170	42.2%	16.2%	44.9%	0.5%	99.3%	0.1%	0.1%	3.1	5.2	6.9
17	6100	SULLIVAN	69	34.8%	116	54.1%	29.0%	21.4%	7.7%	19.4%	72.6%	0.3%	2.6	5.7	6.0
18	2150	BARNARD	44	13.6%	17	46.3%	22.7%	25.2%	14.8%	84.6%	0.2%	0.4%	3.7	5.2	6.3
18	2360	BRENAN	147	39.5%	168	51.4%	12.2%	64.2%	0.2%	99.4%	0.4%	0.0%	2.7	n/a	6.4
18	2820	CLISSOLD	40	22.5%	56	2.5%	20.0%	6.7%	86.4%	12.3%	0.6%	0.7%	4.9	7.8	9.5
18	3250	ESMOND	140	35.0%	119	47.4%	27.1%	36.8%	0.5%	99.3%	0.2%	0.0%	3.4	4.7	6.6
18	7990	EVERS	79	32.9%	104	28.2%	24.1%	18.9%	0.0%	98.5%	1.5%	0.0%	3.2	5.3	7.7
18	3330	FERNWOOD	81	35.8%	125	42.3%	35.8%	40.4%	0.1%	99.7%	0.1%	0.1%	3.2	4.6	6.8
18	3400	FORT DEARBORN	120	45.0%	231	42.6%	22.5%	31.5%	0.0%	100.0%	0.0%	0.0%	3.5	4.7	6.8
18	5420	GARVEY	79	25.3%	68	31.2%	13.9%	24.9%	0.0%	100.0%	0.0%	0.0%	4.3	5.3	7.7
18	4410	GREEN	75	40.0%	172	47.3%	26.7%	31.3%	0.0%	100.0%	0.0%	0.0%	n/a	5.1	7.0
18	3670	GRESHAM	78	41.0%	185	24.7%	15.4%	38.0%	0.0%	100.0%	0.0%	0.0%	3.3	5.5	7.4
18	7210	HIGGENS CMM ACDY	71	45.1%	232	55.1%	26.8%	38.3%	0.0%	99.7%	0.0%	0.3%	2.9	5.0	6.2
18	8090	JACKSON, M	83	22.9%	58	26.3%	38.6%	31.4%	1.0%	97.4%	1.5%	0.1%	3.3	4.9	6.7
18	4240	KELLOGG	19	10.5%	9	21.1%	21.1%	10.9%	57.9%	79.3%	19.9%	0.4%	4.1	7.2	9.4
18	4350	KIPLING	48	25.0%	67	29.2%	22.9%	21.1%	0.4%	99.5%	0.2%	0.0%	3.5	6.2	7.5
18	4830	MORGAN	80	47.5%	259	57.7%	23.8%	46.1%	0.0%	100.0%	0.0%	0.0%	2.9	5.2	6.4
18	4940	MOUNT GREENWOOD	50	36.0%	126	8.2%	10.0%	4.3%	89.7%	9.6%	0.7%	0.7%	4.2	6.5	9.4
18	4980	MOUNT VERNON	82	30.5%	88	46.8%	28.0%	21.0%	0.0%	100.0%	0.0%	0.0%	4.1	5.1	6.7
18	5040	NANSEN	89	36.0%	126	45.9%	12.4%	22.0%	0.1%	99.7%	0.2%	0.0%	3.2	4.6	6.7
18	5670	RYDER	77	42.9%	204	37.0%	24.7%	42.4%	0.0%	100.0%	0.0%	0.0%	n/a	4.9	6.9
18	5930	SHOOP	127	37.8%	148	50.8%	39.4%	45.1%	0.0%	99.9%	0.1%	0.0%	3.4	4.7	6.5
18	6120	SUTHERLAND	28	0.0%	1	0.0%	10.7%	1.8%	93.6%	3.6%	2.1%	0.7%	4.9	7.2	9.7
18	6250	VANDERPOEL MAG	64	29.7%	83	37.1%	18.8%	28.7%	21.9%	76.6%	1.6%	0.0%	2.9	5.1	7.1
18	6400	W. PULLMAN	180	52.2%	312	60.3%	9.4%	50.1%	0.6%	97.5%	1.9%	0.0%	2.7	4.8	6.0
18	8030	WACKER	38	21.1%	39	16.2%	21.1%	14.1%	0.0%	100.0%	0.0%	0.0%	n/a	6.4	8.8
18	6420	WHISTLER	68	33.8%	109	49.2%	14.7%	26.5%	0.4%	99.3%	0.4%	0.0%	3.2	5.0	6.6
18	6402	WHITE BR. W PULLMAN	23	47.8%	264	65.2%	0.0%	24.7%	1.2%	93.2%	5.6%	0.0%	4.5	5.2	6.3
19	2020	ADDAMS	50	14.0%	19	40.0%	10.0%	2.9%	90.0%	0.0%	8.6%	1.4%	4.5	6.3	8.2
19	2280	BENNETT	84	27.4%	74	26.8%	20.2%	0.0%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	n/a
19	7860	BLACK MAG	34	17.6%	31	11.8%	2.9%	33.5%	31.8%	51.8%	9.8%	6.6%	n/a	6.8	9.2
19	2390	BRIGHT	39	38.5%	158	52.6%	53.8%	30.5%	13.6%	11.1%	75.2%	0.1%	3.6	5.9	7.2
19	2520	BURNSIDE ACDMY	69	39.1%	165	48.5%	11.6%	0.0%	0.0%	99.9%	0.1%	0.0%	2.6	5.2	n/a
19	3490	GALLISTEL LG ACY	65	29.2%	80	29.7%	24.6%	7.3%	85.7%	2.9%	11.3%	0.1%	4.2	5.7	7.7
19	7660	GILLESPIE UPPER *	114	29.8%	84	27.9%	36.0%	43.8%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	7.0
19	4550	LUELLA	160	37.5%	142	50.6%	15.6%	30.8%	0.1%	99.0%	0.7%	0.2%	3.3	5.2	6.8
19	4630	MARSH	26	42.3%	201	32.0%	38.5%	8.0%	47.6%	0.0%	52.4%	0.0%	3.4	5.9	7.1
19	5380	PERRY	61	37.7%	145	58.3%	16.4%	40.2%	1.2%	96.1%	2.7%	0.0%	3.1	n/a	6.2
19	5950	SCHMID	65	40.0%	172	53.8%	18.5%	22.5%	0.2%	98.8%	1.0%	0.0%	3.0	5.0	6.5
19	2290	SHEDD BR	30	40.0%	172	50.0%	6.7%	8.7%	0.0%	93.3%	0.0%	6.7%	n/a	n/a	n/a
19	5880	SHERIDAN	132	31.1%	92	48.7%	35.6%	17.9%	2.6%	5.9%	91.4%	0.1%	3.3	5.2	6.4
19	3870	SMITH	99	37.4%	140	46.3%	11.1%	33.3%	0.0%	98.8%	1.2%	0.0%	n/a	n/a	6.7
19	6150	TAYLOR	29	51.7%	303	17.2%	27.6%	12.1%	63.3%	7.9%	28.7%	0.1%	3.8	6.5	9.0
19	6180	THORP	76	38.2%	152	52.6%	30.3%	19.9%	86.2%	10.8%	1.8%	1.2%	4.2	7.3	8.6
19	7630	THORP EL/VOC CTR	101	59.4%	358	94.0%	65.3%	36.3%	0.0%	92.3%	7.7%	0.0%	n/a	n/a	n/a
19	6350	WARREN	161	36.0%	126	52.3%	16.8%	20.3%	0.0%	98.5%	1.5%	0.0%	n/a	5.1	6.8
20	2700	CARVER MIDD	202	51.0%	295	54.0%	52.0%	63.4%	0.0%	100.0%	0.0%	0.0%	n/a	n/a	6.1
20	2790	CLAY	54	20.4%	35	28.8%	20.4%	4.0%	88.4%	5.9%	5.7%	0.0%	4.5	6.3	8.7
20	4100	CULLEN	83	21.1%	50	[illegible]	18.0%	15.6%	0.0%	100.0%	0.0%	0.0%	3.8	4.8	6.9
20	3160	CURTIS	113	54.9%	340	71.4%	15.0%	18.1%	0.2%	99.0%	0.8%	0.0%	n/a	n/a	5.7
20	8010	DUBOIS	77	33.8%	109	47.2%	32.5%	42.9%	0.5%	98.9%	0.5%	0.1%	3.8	5.1	6.9
20	6050	DUNNE	97	26.8%	72	38.9%	12.4%	26.2%	0.0%	99.9%	0.1%	0.0%	3.7	5.4	7.1
20	3570	GOMPERS	98	42.9%	204	31.6%	25.5%	35.1%	0.0%	100.0%	0.0%	0.0%	3.1	4.7	7.0
20	3580	GRISSOM	39	7.7%	6	5.3%	7.7%	3.2%	84.6%	1.7%	10.5%	3.2%	4.1	7.1	9.2
20	4360	KOHN	214	32.7%	102	41.5%	25.2%	38.7%	0.0%	99.4%	0.3%	0.3%	3.1	4.8	6.7
20	5530	PULLMAN	39	38.5%	158	56.4%	35.9%	59.8%	9.7%	77.5%	12.8%	0.0%	3.1	4.5	6.4
20	5740	SCANLAN	115	45.2%	235	61.6%	6.1%	59.2%	0.1%	98.5%	1.3%	0.1%	2.7	4.3	6.0
20	6260	VON VLISSINGEN	185	55.1%	342	58.2%	24.9%	53.2%	0.1%	99.9%	0.0%	0.0%	2.6	4.4	6.0
20	6360	WASHINGTON SCH	58	13.8%	18	6.9%	10.3%	1.4%	89.2%	7.2%	3.6%	0.0%	4.5	7.3	9.0

Table A-2:
Results of t-tests for Decile Comparisons: Droprate Rates, Racial Composition,

Comparing Deciles	Dropout Rate	Below Normal Reading	Reading Scores	Overage	Low Income	Limited English	Percent White	Percent Black	Percent Hispanic	High Level Teaching Experience	Low Level Teaching Experience
1 and 2	0.000	0.030	0.036	0.048	0.493	0.457	0.114	0.210	0.393	0.319	0.703
1 and 3	0.000	0.000	0.002	0.004	0.000	0.400	0.000	0.000	0.198	0.902	0.316
1 and 4	0.000	0.000	0.000	0.003	0.000	0.034	0.000	0.000	0.005	0.220	0.012
1 and 5	0.000	0.000	0.000	0.001	0.000	0.180	0.000	0.000	0.009	0.185	0.066
1 and 6	0.000	0.000	0.000	0.000	0.000	0.020	0.000	0.000	0.004	0.045	0.001
1 and 7	0.000	0.000	0.000	0.000	0.000	0.052	0.000	0.000	0.004	0.145	0.053
1 and 8	0.000	0.000	0.000	0.000	0.000	0.067	0.000	0.000	0.001	0.078	0.001
1 and 9	0.000	0.000	0.000	0.000	0.000	0.116	0.000	0.000	0.020	0.057	0.010
1 and 10	0.000	0.000	0.000	0.000	0.000	0.012	0.000	0.001	0.000	0.004	0.203
2 and 3	0.000	0.000	0.909	0.148	0.000	0.834	0.011	0.016	0.368	0.206	0.579
2 and 4	0.000	0.000	0.415	0.135	0.000	0.114	0.000	0.005	0.011	0.931	0.040
2 and 5	0.000	0.000	0.043	0.030	0.000	0.502	0.000	0.021	0.021	0.870	0.158
2 and 6	0.000	0.000	0.424	0.000	0.000	0.092	0.000	0.006	0.012	0.535	0.005
2 and 7	0.000	0.000	0.121	0.026	0.000	0.161	0.000	0.001	0.010	0.760	0.127
2 and 8	0.000	0.000	0.048	0.000	0.000	0.200	0.000	0.001	0.002	0.753	0.006
2 and 9	0.000	0.000	0.186	0.015	0.000	0.381	0.000	0.001	0.045	0.507	0.053
2 and 10	0.000	0.000	0.000	0.000	0.000	0.043	0.000	0.027	0.000	0.045	0.339
3 and 4	0.000	0.041	0.094	0.985	0.994	0.186	0.142	0.691	0.101	0.065	0.083
3 and 5	0.000	0.207	0.002	0.297	0.196	0.667	0.005	0.098	0.199	0.080	0.314
3 and 6	0.000	0.091	0.067	0.072	0.306	0.167	0.231	0.745	0.153	0.004	0.010
3 and 7	0.000	0.011	0.006	0.515	0.065	0.249	0.018	0.324	0.089	0.057	0.251
3 and 8	0.000	0.002	0.000	0.043	0.003	0.302	0.007	0.364	0.025	0.007	0.012
3 and 9	0.000	0.007	0.010	0.458	0.020	0.549	0.135	0.353	0.311	0.013	0.069
3 and 10	0.000	0.001	0.000	0.000	0.806	0.075	0.073	0.803	0.002	0.001	0.554
4 and 5	0.000	0.420	0.086	0.281	0.165	0.323	0.177	0.218	0.634	0.746	0.522
4 and 6	0.000	0.905	0.956	0.059	0.275	0.961	0.749	0.942	0.727	0.289	0.389
4 and 7	0.000	0.394	0.272	0.488	0.051	0.874	0.374	0.563	0.942	0.610	0.664
4 and 8	0.000	0.167	0.086	0.035	0.001	0.775	0.206	0.612	0.504	0.516	0.543
4 and 9	0.000	0.363	0.449	0.429	0.014	0.406	0.981	0.598	0.479	0.310	0.938
4 and 10	0.000	0.033	0.000	0.000	0.794	0.604	0.817	0.513	0.137	0.018	0.510
5 and 6	0.000	0.557	0.067	0.756	0.847	0.311	0.080	0.189	0.891	0.597	0.144
5 and 7	0.000	0.130	0.459	0.582	0.520	0.416	0.618	0.515	0.583	0.868	0.861
5 and 8	0.000	0.037	0.787	0.549	0.070	0.493	0.923	0.484	0.246	0.878	0.205
5 and 9	0.000	0.105	0.263	0.602	0.251	0.854	0.183	0.497	0.796	0.564	0.473
5 and 10	0.000	0.007	0.001	0.000	0.397	0.138	0.204	0.051	0.042	0.041	0.872
6 and 7	0.000	0.385	0.224	0.247	0.430	0.906	0.206	0.512	0.672	0.743	0.220
6 and 8	0.000	0.183	0.060	0.690	0.058	0.799	0.097	0.560	0.301	0.597	0.743
6 and 9	0.000	0.360	0.385	0.245	0.206	0.398	0.729	0.547	0.693	0.905	0.431
6 and 10	0.000	0.040	0.000	0.000	0.520	0.556	0.553	0.560	0.057	0.072	0.195
7 and 8	0.000	0.702	0.580	0.149	0.272	0.899	0.685	0.951	0.552	0.957	0.307
7 and 9	0.000	0.991	0.691	0.952	0.625	0.512	0.385	0.967	0.436	0.693	0.611
7 and 10	0.000	0.193	0.000	0.000	0.173	0.504	0.455	0.207	0.159	0.058	0.767
8 and 9	0.000	0.672	0.317	0.146	0.556	0.599	0.213	0.984	0.171	0.574	0.598
8 and 10	0.000	0.293	0.000	0.000	0.018	0.427	0.240	0.239	0.438	0.034	0.260
9 and 10	0.000	0.170	0.000	0.000	0.073	0.182	0.836	0.231	0.025	0.097	0.472

Table A-3:
Dropout Rates and Elementary School Characteristics, Predominantly WHITE (70% or more) Schools,
Class of 1982, Chicago Public Schools

	UNIT	NAME	DIST	ENROLL-MENT GRADE 8	DROPOUT RATE	PERCENT BELOW NORMAL	PERCENT OVERAGE	PERCENT LOW INCOME	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
1	5120	NORWOOD PARK	1	17	11.8%	5.9%	11.8%	2.1%	97.9%	0.0%	0.5%	1.6%
2	5490	PORTAGE PARK	1	58	29.3%	10.7%	19.0%	5.7%	97.4%	0.0%	2.0%	0.6%
3	3080	DORE	12	25	44.0%	20.0%	24.0%	0.5%	96.9%	0.0%	2.1%	1.0%
4	5310	PASTEUR	12	41	31.7%	5.1%	7.3%	7.1%	96.9%	1.9%	1.2%	0.0%
5	4010	HITCH	1	57	15.8%	8.9%	5.3%	2.2%	96.9%	0.0%	1.0%	2.1%
6	3170	EDGEBROOK	1	20	15.0%	0.0%	0.0%	1.7%	96.9%	0.0%	0.5%	2.6%
7	5190	ONAHAM	1	48	14.6%	8.5%	4.2%	2.4%	96.7%	0.7%	1.4%	1.2%
8	5340	PECK	12	69	24.6%	14.7%	18.8%	7.8%	96.5%	0.0%	2.0%	1.5%
9	2980	DAWES	15	94	6.4%	5.4%	20.2%	3.1%	96.3%	0.0%	3.0%	0.7%
10	2650	CARROLL	15	47	14.9%	8.5%	23.4%	3.5%	96.0%	0.0%	3.2%	0.8%
11	3620	GRAY	4	63	22.2%	14.3%	4.8%	6.8%	95.9%	0.0%	2.8%	1.3%
12	2950	DIRKSEN	1	36	11.1%	11.1%	8.3%	2.8%	95.9%	0.3%	0.7%	3.1%
13	3081	DORE BR	12	20	15.0%	10.0%	15.0%	0.0%	95.0%	0.0%	5.0%	0.0%
14	3140	EBERHART	15	57	28.1%	19.3%	22.8%	6.3%	94.8%	0.0%	3.7%	1.5%
15	6470	WILDWOOD	1	13	7.7%	0.0%	0.0%	1.0%	94.8%	0.0%	1.5%	3.7%
16	5200	ORIOLE PARK	1	28	14.3%	7.1%	10.7%	2.0%	94.6%	3.4%	0.3%	1.7%
17	4340	KINZIE UPP *	12	120	21.7%	9.3%	14.2%	11.2%	94.4%	2.4%	2.8%	0.4%
18	6120	SUTHERLAND	18	28	0.0%	0.0%	10.7%	1.8%	93.6%	3.6%	2.1%	0.7%
19	5800	SCHUBERT	4	59	30.5%	24.1%	13.6%	5.8%	93.4%	0.2%	4.6%	1.8%
20	2620	CANTY	1	34	23.5%	24.2%	11.8%	4.4%	92.6%	3.6%	2.9%	0.9%
21	3280	FARNSWORTH	1	46	23.9%	4.3%	15.2%	3.1%	92.5%	4.9%	2.1%	0.5%
22	3150	EBINGER	1	57	17.5%	12.7%	8.8%	3.2%	92.3%	6.9%	0.0%	0.8%
23	2380	BRIDGE	1	33	30.3%	36.4%	0.0%	17.5%	91.9%	7.1%	0.6%	0.4%
24	5510	PRUSSING	1	43	11.6%	9.3%	9.3%	4.2%	91.9%	2.5%	3.5%	2.1%
25	5240	OWEN	15	19	21.1%	27.8%	31.6%	1.7%	91.5%	6.0%	1.3%	1.2%
26	3681	FLEMING BR	12	19	21.1%	11.1%	31.6%	0.0%	91.3%	0.0%	6.3%	2.4%
27	3710	HALE	12	63	20.6%	5.4%	19.0%	4.9%	91.1%	5.5%	2.6%	0.8%
28	4530	LOVETT	4	23	52.2%	27.3%	13.0%	7.9%	91.0%	0.0%	6.7%	2.3%
29	5690	SAUGANASH	1	22	22.7%	13.6%	9.1%	2.1%	90.9%	0.0%	3.0%	6.1%
30	6240	TWAIN	12	64	23.4%	8.2%	14.1%	8.1%	90.7%	2.2%	4.8%	2.3%
31	4120	HURLEY	15	33	12.1%	6.1%	9.1%	9.6%	90.4%	5.3%	3.7%	0.6%
32	5730	SCAMMON	4	36	30.6%	25.7%	2.8%	12.1%	90.3%	0.4%	6.5%	2.8%
33	5910	SHIELDS	8	53	54.7%	28.6%	7.5%	15.4%	90.1%	1.0%	8.5%	0.4%
34	3020	DEVER	4	55	21.8%	27.3%	14.5%	0.0%	90.1%	9.2%	0.2%	0.5%
35	2020	ADDAMS	19	50	14.0%	40.0%	10.0%	2.9%	90.0%	0.0%	8.6%	1.4%
36	3600	GRAHAM, A	13	34	70.6%	32.4%	11.8%	30.9%	89.7%	0.0%	10.3%	0.0%
37	5710	SAWYER	12	48	37.5%	45.2%	33.3%	-1.0%	89.7%	4.3%	6.0%	0.0%
38	4940	MOUNT GREENWOOD	18	50	36.0%	8.2%	10.0%	4.3%	89.7%	9.6%	0.7%	0.7%
39	7170	LEE	15	27	51.9%	42.3%	33.3%	4.4%	89.5%	6.9%	3.4%	0.2%
40	2880	COONLEY	3	52	51.9%	44.9%	36.5%	15.6%	89.4%	0.3%	6.9%	3.4%
41	3270	FALCONER	4	50	36.0%	37.5%	10.0%	9.3%	89.2%	0.5%	7.0%	3.3%
42	6360	WASHINGTON SCH	20	58	13.8%	6.9%	10.3%	1.4%	89.2%	7.2%	3.6%	0.0%
43	3510	GARVEY	1	60	13.3%	5.3%	3.3%	2.1%	89.0%	7.2%	1.9%	1.9%
44	2790	CLAY	20	54	20.4%	28.8%	20.4%	4.0%	88.4%	5.9%	5.7%	0.0%
45	2320	BOONE	2	76	15.8%	9.2%	9.2%	2.0%	88.4%	0.0%	1.7%	9.9%
46	4510	LOCKE	4	69	29.0%	39.1%	15.9%	18.3%	88.2%	11.1%	0.2%	0.5%
47	6220	TONTI	12	50	24.0%	26.5%	6.0%	8.6%	87.8%	3.0%	6.9%	2.3%
48	5090	NIGHTENGALE	12	52	30.8%	27.5%	9.6%	12.4%	87.3%	0.0%	11.8%	0.9%
49	5600	REINBERG	4	29	34.5%	20.7%	24.1%	5.4%	87.2%	4.3%	6.0%	2.5%
50	5590	REILLY	5	45	31.1%	18.6%	20.0%	19.4%	87.2%	0.2%	11.2%	1.4%
51	3180	EDISON *	1	31	25.8%	26.7%	6.5%	0.9%	86.7%	8.6%	2.1%	2.6%
52	3690	GUNSAULUS ACDMY	8	42	40.5%	15.0%	26.2%	10.8%	86.6%	0.0%	13.4%	0.0%
53	2240	BEAUBIAN	1	49	28.6%	14.3%	18.4%	4.5%	86.5%	8.3%	3.8%	1.4%
54	2440	BUDLONG	1	67	26.9%	17.7%	10.4%	6.4%	86.4%	2.4%	3.7%	7.5%
55	2820	CLISSOLD	18	40	22.5%	2.5%	20.0%	6.7%	86.4%	12.3%	0.6%	0.7%
56	6180	THORP	19	76	38.2%	52.6%	30.3%	19.9%	86.2%	10.8%	1.8%	1.2%
57	4560	LYON	4	33	18.2%	16.1%	3.0%	33.6%	86.1%	12.2%	1.1%	0.6%

Table A-3:
Dropout Rates and Elementary School Characteristics, Predominantly WHITE (70% or more) Schools,
Class of 1982, Chicago Public Schools

	UNIT	NAME	DIST	ENROLL-MENT GRADE 8	DROPOUT RATE	PERCENT BELOW NORMAL	PERCENT OVERAGE	PERCENT LOW INCOME	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
58	5260	PALMER	1	52	21.2%	13.7%	11.5%	4.4%	86.0%	4.8%	4.2%	5.0%
59	3490	GALLISTEL LG ACY	19	65	29.2%	29.7%	24.6%	7.3%	85.7%	2.9%	11.3%	0.1%
60	5960	SMYSER	1	37	21.6%	16.7%	16.2%	20.0%	85.2%	11.5%	2.0%	1.3%
61	6030	STEVENSON	15	95	12.6%	6.3%	12.6%	5.3%	84.9%	13.8%	0.5%	0.8%
62	3580	GRISSOM	20	39	7.7%	5.3%	7.7%	3.2%	84.6%	1.7%	10.5%	3.2%
63	4150	IRVING PARK BR NIXON	5	32	21.9%	6.3%	12.5%	0.0%	84.4%	6.3%	3.1%	6.3%
64	3260	EVERETT	8	27	22.2%	22.2%	22.2%	27.1%	84.1%	0.0%	14.7%	1.2%
65	4500	LLOYD	4	53	37.7%	22.4%	24.5%	11.0%	84.0%	0.0%	14.8%	1.2%
66	2160	BARRY	4	27	55.6%	25.9%	25.9%	6.9%	83.4%	0.0%	14.0%	2.6%
67	4180	JAMIESON	2	72	15.3%	11.3%	18.1%	4.6%	83.1%	0.0%	5.3%	11.6%
68	3200	EDWARDS	12	62	19.4%	15.3%	3.2%	7.2%	83.0%	1.3%	15.1%	0.6%
69	5720	SAYRE LANG ACDMY	4	45	46.7%	13.3%	33.3%	12.1%	82.8%	12.8%	4.4%	0.0%
70	5020	MURPHY	1	48	41.7%	25.0%	18.8%	9.5%	82.8%	2.0%	11.0%	4.2%
71	5410	PETERSON	1	46	17.4%	16.7%	17.4%	2.7%	82.6%	0.0%	2.2%	15.2%
72	3940	HENRY	1	61	45.9%	28.3%	18.0%	13.5%	82.1%	0.0%	12.5%	5.4%
73	2800	CLEVELAND	1	37	43.2%	25.7%	27.0%	5.5%	81.5%	2.0%	11.8%	4.7%
74	2810	CLINTON	2	72	23.6%	11.9%	13.9%	5.2%	81.5%	0.0%	6.6%	11.9%
75	2750	CHAPPELL	2	31	32.3%	31.0%	19.4%	14.0%	81.3%	0.5%	8.9%	9.3%
76	4620	MARQUETTE	15	54	50.0%	25.5%	29.6%	12.4%	79.8%	9.5%	10.4%	0.3%
77	4880	MORRILL	15	76	47.4%	33.3%	14.5%	14.0%	79.8%	3.6%	15.6%	1.0%
78	2260	BELDING	1	39	33.3%	41.0%	25.6%	11.3%	79.4%	6.3%	8.4%	5.9%
79	4480	LINCOLN	3	14	21.4%	0.0%	14.3%	4.4%	78.5%	12.2%	5.0%	4.3%
80	2080	ARMSTRONG	2	45	22.2%	7.1%	8.9%	9.2%	77.7%	4.5%	4.5%	13.3%
81	2540	BURROUGHS	8	44	43.2%	17.1%	4.5%	27.4%	77.5%	0.0%	21.4%	1.1%
82	4520	LONGFELLOW *	8	38	36.8%	43.2%	18.4%	29.4%	77.3%	0.0%	21.6%	1.1%
83	5630	ROGERS	2	64	6.3%	8.1%	4.7%	1.3%	76.4%	3.3%	4.5%	15.8%
84	5150	OGDEN	3	25	48.0%	10.0%	16.0%	8.3%	75.1%	14.7%	6.9%	3.3%
85	3810	HAUGEN	1	121	43.8%	31.5%	16.5%	15.6%	74.5%	0.3%	15.1%	10.1%
86	2110	AUDUBON	3	50	40.0%	34.8%	4.0%	20.2%	73.4%	0.5%	19.3%	6.8%
87	6370	WATERS	1	58	32.8%	34.0%	10.3%	16.4%	73.2%	1.0%	12.8%	13.0%
88	3850	HAYT	2	54	25.9%	31.3%	24.1%	16.3%	73.1%	2.6%	10.8%	13.5%
89	2450	BURBANK	4	38	28.9%	46.7%	26.3%	23.9%	72.2%	17.9%	5.1%	4.8%
90	2190	BATEMAN	1	68	47.1%	22.2%	2.9%	18.7%	72.0%	0.0%	16.0%	12.0%
91	3650	GREENE	11	22	54.5%	27.3%	13.6%	29.0%	71.4%	0.8%	27.7%	0.1%
92	5980	SOLOMON	1	23	0.0%	10.0%	8.7%	0.4%	71.3%	8.6%	4.8%	15.3%
93	4490	VON LINNE	5	41	48.8%	42.1%	0.0%	0.0%	70.7%	2.4%	19.5%	7.3%

Table A-4:
Dropout Rates and Elementary School Characteristics, Predominantly BLACK (70% or more) Schools,
Class of 1982, Chicago Public Schools

	UNIT	NAME	DIST	ENROLLMENT GRADE 8	DROPOUT RATE	PERCENT BELOW NORMAL	PERCENT OVERAGE	PERCENT LOW INCOME	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
1	2560	BYRD COMM ACDMY	3	47	40.4%	35.6%	8.5%	60.7%	0.0%	100.0%	0.0%	0.0%
2	6670	COOLEY EVGC *	3	12	91.7%	0.0%	33.3%	91.7%	0.0%	100.0%	0.0%	0.0%
3	3420	FRANKLIN BRANCH	3	21	42.9%	68.4%	19.0%	0.0%	4.2%	88.5%	7.3%	0.0%
4	4200	JENNER	3	95	48.4%	65.2%	50.5%	81.8%	0.0%	99.9%	0.1%	0.0%
5	4580	MANIERRE	3	44	54.5%	50.0%	18.2%	61.3%	0.0%	100.0%	0.0%	0.0%
6	5010	MULLIGAN	3	20	35.0%	70.0%	5.0%	59.9%	2.5%	72.2%	24.5%	0.8%
7	5760	VON SCHILLER	3	49	46.9%	54.5%	40.8%	0.0%	0.0%	100.0%	0.0%	0.0%
8	3840	HAY COMM ACDMY	4	124	43.5%	61.0%	19.4%	50.0%	1.9%	91.6%	5.5%	1.0%
9	4060	HOWE	4	84	54.8%	79.3%	21.4%	52.7%	0.9%	98.4%	0.7%	0.0%
10	6800	MORTON UPPER	5	175	44.6%	83.4%	26.3%	70.0%	0.0%	99.5%	0.5%	0.0%
11	5680	RYERSON	5	113	38.1%	68.6%	6.2%	58.9%	0.0%	99.6%	0.4%	0.0%
12	6430	TENNYSON EVGC *	5	127	67.7%	95.8%	77.2%	47.8%	0.0%	100.0%	0.0%	0.0%
13	5470	WARD	5	54	31.5%	66.0%	0.0%	64.2%	0.0%	99.7%	0.3%	0.0%
14	6620	CLARK MIDDLE	7	278	42.1%	59.1%	25.9%	64.2%	0.0%	99.9%	0.1%	0.0%
15	6630	DOUGLASS MIDDLE	7	297	41.4%	63.3%	13.8%	64.1%	0.2%	99.4%	0.5%	0.0%
16	3230	EMMET	7	121	54.5%	70.3%	12.4%	48.4%	0.0%	100.0%	0.0%	0.0%
17	3240	ERICSON	7	62	46.8%	62.3%	0.0%	72.0%	0.0%	100.0%	0.0%	0.0%
18	7930	LAWRENCE *	7	165	47.3%	66.5%	29.7%	73.6%	0.0%	100.0%	0.0%	0.0%
19	4670	MAY	7	51	52.9%	47.9%	15.7%	54.9%	0.0%	100.0%	0.0%	0.0%
20	7190	MELODY	7	65	33.8%	49.2%	26.2%	49.2%	0.0%	100.0%	0.0%	0.0%
21	5050	NASH	7	105	51.4%	67.0%	5.7%	0.0%	1.9%	94.3%	3.8%	0.0%
22	7140	ROENTGEN ED/VC C	7	160	73.8%	91.9%	83.8%	76.7%	0.0%	100.0%	0.0%	0.0%
23	6000	SPENCER	7	86	40.7%	79.5%	16.3%	57.2%	0.0%	100.0%	0.0%	0.0%
24	8020	BETHUNE	8	74	48.6%	69.0%	28.4%	71.6%	0.0%	100.0%	0.0%	0.0%
25	2740	CHALMERS	8	55	45.5%	79.6%	3.6%	76.4%	0.0%	100.0%	0.0%	0.0%
26	3980	HESS UPPER GRADE *	8	303	50.2%	69.8%	43.6%	81.9%	0.0%	100.0%	0.0%	0.0%
27	5480	POPE	8	35	34.3%	54.5%	20.0%	57.6%	0.0%	98.0%	2.0%	0.0%
28	5860	SHEPHARD *	8	36	36.1%	50.0%	50.0%	70.5%	0.0%	100.0%	0.0%	0.0%
29	7940	W GARFIELD PK *	8	202	55.0%	65.8%	25.7%	72.4%	0.0%	100.0%	0.0%	0.0%
30	2400	BROWN	9	65	47.7%	33.8%	26.2%	62.1%	0.0%	100.0%	0.0%	0.0%
31	6610	CALHOUN NO.	9	33	33.3%	51.6%	6.1%	67.2%	0.0%	100.0%	0.0%	0.0%
32	6730	CATHER	9	49	46.9%	70.2%	8.2%	67.3%	0.2%	99.8%	0.0%	0.0%
33	6740	DETT	9	37	18.9%	22.2%	5.4%	91.9%	0.0%	100.0%	0.0%	0.0%
34	3050	DODGE	9	40	52.5%	51.3%	20.0%	52.2%	0.0%	100.0%	0.0%	0.0%
35	4640	FARADAY	9	88	44.3%	42.5%	18.2%	66.5%	0.0%	100.0%	0.0%	0.0%
36	3540	GLADSTONE	9	54	51.9%	24.5%	16.7%	65.8%	0.0%	100.0%	0.0%	0.0%
37	3610	GRANT	9	109	46.8%	18.4%	27.5%	88.0%	0.0%	100.0%	0.0%	0.0%
38	3950	HERBERT	9	38	44.7%	32.4%	15.8%	62.7%	1.1%	98.7%	0.0%	0.2%
39	4190	JEFFERSON	9	22	54.5%	18.2%	9.1%	45.8%	1.9%	84.7%	11.5%	1.9%
40	6920	JENSEN	9	43	30.2%	60.0%	18.6%	83.3%	0.2%	99.8%	0.0%	0.0%
41	4310	KING	9	64	43.8%	66.1%	32.8%	66.8%	1.6%	74.4%	23.8%	0.2%
42	7270	MCKINLEY ED/VC C	9	165	80.6%	51.9%	90.9%	44.9%	0.0%	100.0%	0.0%	0.0%
43	4820	MEDILL INT/UPP	9	103	51.5%	41.2%	6.8%	84.9%	0.0%	100.0%	0.0%	0.0%
44	5620	RIIS	9	34	41.2%	14.7%	2.9%	64.4%	0.0%	99.8%	0.0%	0.2%
45	7814	SIMPSON LIV CTR	9	16	75.0%	0.0%	68.8%	0.0%	0.0%	100.0%	0.0%	0.0%
46	5970	SMYTH	9	66	53.0%	44.4%	12.1%	89.0%	0.0%	100.0%	0.0%	0.0%
47	6090	SUDER	9	56	53.6%	64.3%	28.6%	85.4%	0.0%	100.0%	0.0%	0.0%
48	2420	BRYANT *	10	53	50.9%	75.5%	17.0%	63.4%	0.0%	100.0%	0.0%	0.0%
49	2940	CROWN COMM ACDMY	10	60	36.7%	60.3%	5.0%	0.0%	0.0%	100.0%	0.0%	0.0%
50	6760	DVORAK	10	66	48.5%	67.7%	10.6%	50.5%	0.0%	100.0%	0.0%	0.0%
51	7780	FRAZIER	10	58	51.7%	61.4%	27.6%	62.3%	0.0%	100.0%	0.0%	0.0%
52	3660	GREGORY	10	84	32.1%	59.8%	20.2%	69.1%	0.0%	100.0%	0.0%	0.0%
53	6570	HENSON	10	46	47.8%	65.9%	23.9%	66.3%	0.0%	100.0%	0.0%	0.0%
54	3970	HERZL	10	89	59.6%	71.3%	21.3%	79.5%	0.0%	100.0%	0.0%	0.0%
55	7200	LAWLESS UPPER *	10	139	48.2%	44.9%	40.3%	61.8%	0.0%	100.0%	0.0%	0.0%
56	4660	MASON	10	159	41.5%	54.8%	18.2%	61.5%	0.0%	100.0%	0.0%	0.0%
57	6930	PADEREWSKI	10	46	54.3%	54.3%	37.0%	0.0%	0.0%	100.0%	0.0%	0.0%
58	5370	PENN	10	89	38.2%	51.2%	40.4%	0.0%	0.3%	98.3%	1.4%	0.0%
59	6110	SUMNER	10	91	41.8%	65.9%	36.3%	54.1%	0.1%	99.9%	0.0%	0.0%
60	6380	WEBSTER	10	41	41.5%	56.1%	2.4%	60.3%	0.0%	99.8%	0.0%	0.2%
61	2010	ABBOTT	11	47	40.4%	53.3%	23.4%	78.3%	0.0%	100.0%	0.0%	0.0%
62	2100	ATTUCKS	11	84	53.6%	61.4%	27.4%	98.8%	0.0%	100.0%	0.0%	0.0%
63	6790	DONOGHUE	11	145	42.1%	49.6%	20.7%	73.0%	0.0%	100.0%	0.0%	0.0%
64	3070	DOOLITTLE INT/UPP	11	131	38.2%	50.0%	30.5%	74.2%	0.0%	100.0%	0.0%	0.0%
65	3090	DOUGLAS	11	167	55.1%	68.1%	31.1%	57.7%	0.0%	99.9%	0.1%	0.0%

Table A-4:
Dropout Rates and Elementary School Characteristics, Predominantly BLACK (70% or more) Schools,
Class of 1982, Chicago Public Schools

	UNIT	NAME	DIST	ENROLL-MENT GRADE 8	DROPOUT RATE	PERCENT BELOW NORMAL	PERCENT OVERAGE	PERCENT LOW INCOME	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
66	3100	DRAKE ED/VOC CTR	11	48	37.5%	68.9%	29.2%	57.0%	0.0%	99.3%	0.2%	0.5%
67	7030	DRAKE EVGC	11	92	80.4%	98.9%	66.3%	98.0%	0.7%	99.3%	0.0%	0.0%
68	8080	DRAKE, SO COMMON *	11	26	42.3%	32.0%	23.1%	14.5%	0.0%	96.2%	0.0%	3.8%
69	4220	JUDD *	11	17	35.3%	41.2%	17.6%	50.7%	0.0%	100.0%	0.0%	0.0%
70	5140	OAKLAND *	11	34	26.5%	41.9%	32.4%	0.0%	0.0%	97.1%	0.0%	2.9%
71	5400	PERSHING MAG	11	18	5.6%	0.0%	5.6%	4.8%	2.6%	94.8%	0.7%	1.9%
72	6490	WILLIAMS	11	94	46.8%	65.6%	10.6%	99.6%	0.0%	100.0%	0.0%	0.0%
73	5750	BONTEMPS	12	75	44.0%	72.9%	28.0%	62.5%	0.0%	98.8%	1.1%	0.1%
74	2780	CHRISTOPHER	12	12	8.3%	66.7%	50.0%	0.0%	0.0%	100.0%	0.0%	0.0%
75	2900	COPERNICUS	12	55	45.5%	34.0%	18.2%	56.8%	0.4%	99.6%	0.0%	0.0%
76	3890	HEARST	12	132	32.6%	53.0%	13.6%	47.4%	0.0%	100.0%	0.0%	0.0%
77	3920	HENDERSON	12	106	44.3%	63.6%	5.7%	61.7%	0.2%	96.7%	3.0%	0.1%
78	4470	LIBBY	12	76	52.6%	73.6%	25.0%	73.5%	5.5%	81.7%	11.0%	1.8%
79	5890	SHERMAN	12	122	48.4%	62.2%	18.0%	63.7%	0.6%	87.0%	12.3%	0.1%
80	2210	BEALE UPP *	13	144	49.3%	41.4%	20.1%	54.7%	0.0%	100.0%	0.0%	0.0%
81	6540	BEETHOVEN	13	102	51.0%	64.6%	39.2%	71.5%	0.0%	100.0%	0.0%	0.0%
82	2840	COLMAN	13	106	45.3%	68.3%	41.5%	0.0%	0.0%	100.0%	0.0%	0.0%
83	8070	DYETT MIDDLE	13	464	48.1%	59.6%	21.3%	76.1%	0.1%	99.9%	0.0%	0.0%
84	5280	F PARKMAN	13	47	57.4%	59.1%	34.0%	0.0%	0.0%	100.0%	0.0%	0.0%
85	3300	FARREN	13	93	50.5%	34.8%	36.6%	74.9%	0.0%	100.0%	0.0%	0.0%
86	3790	HARTIGAN	13	84	61.9%	68.7%	60.7%	82.4%	0.0%	100.0%	0.0%	0.0%
87	3930	HENDRICKS	13	62	32.3%	62.3%	29.0%	56.9%	0.0%	100.0%	0.0%	0.0%
88	4130	HOPE COMM ACDMY	13	360	39.7%	60.2%	27.5%	72.8%	0.0%	99.8%	0.2%	0.0%
89	6820	MCCORKLE	13	39	43.6%	54.3%	20.5%	80.7%	0.0%	100.0%	0.0%	0.0%
90	5650	ROSS	13	205	53.2%	46.7%	37.6%	78.2%	0.0%	100.0%	0.0%	0.0%
91	6840	TERRELL	13	94	54.3%	61.5%	16.0%	86.8%	0.0%	100.0%	0.0%	0.0%
92	7811	BOUSFIELD SP	14	29	96.6%	69.6%	41.4%	0.0%	3.4%	93.1%	3.4%	0.0%
93	6890	DUMAS	14	61	52.5%	50.0%	19.7%	69.7%	0.0%	100.0%	0.0%	0.0%
94	3310	FELSENTHAL *	14	52	46.2%	56.0%	15.4%	92.9%	0.0%	100.0%	0.0%	0.0%
95	3320	FERMI	14	99	36.4%	33.3%	8.1%	58.6%	0.0%	100.0%	0.0%	0.0%
96	3360	FISKE	14	45	37.8%	54.8%	28.9%	59.6%	0.0%	100.0%	0.0%	0.0%
97	3440	FULLER	14	46	34.8%	30.2%	10.9%	57.2%	0.0%	100.0%	0.0%	0.0%
98	4390	KOZMINSKI ACDMY	14	53	37.7%	49.0%	9.4%	30.9%	0.2%	99.8%	0.0%	0.0%
99	4740	MCCOSH	14	114	52.6%	57.1%	21.9%	51.2%	0.0%	99.9%	0.0%	0.1%
100	6950	MOLLISON	14	30	46.7%	26.7%	6.7%	63.2%	0.0%	100.0%	0.0%	0.0%
101	7700	OAKENWALD SO.I/U	14	123	42.3%	66.7%	30.9%	81.9%	0.8%	99.2%	0.0%	0.0%
102	6810	PRICE	14	59	52.5%	44.1%	39.0%	62.2%	0.5%	99.5%	0.0%	0.0%
103	5810	SCOTT *	14	54	38.9%	50.0%	7.4%	68.3%	0.0%	100.0%	0.0%	0.0%
104	5830	SEXTON	14	102	41.2%	42.2%	22.5%	-1.0%	0.0%	100.0%	0.0%	0.0%
105	5850	SHAKESPEARE	14	30	56.7%	40.0%	26.7%	84.5%	0.0%	100.0%	0.0%	0.0%
106	7813	TUBMAN LIV CTR	14	20	65.0%	0.0%	40.0%	0.0%	0.0%	100.0%	0.0%	0.0%
107	7730	WADSWORTH *	14	71	57.7%	60.9%	14.1%	75.6%	0.0%	100.0%	0.0%	0.0%
108	4260	WIRTH EXPER	14	87	21.8%	30.1%	11.5%	25.6%	6.8%	92.2%	0.2%	0.8%
109	7750	WOODSON NO.	14	109	48.6%	60.0%	25.7%	100.0%	0.0%	100.0%	0.0%	0.0%
110	3380	WOODSON STURGIS EVGC	14	42	85.7%	97.5%	76.2%	0.0%	0.0%	100.0%	0.0%	0.0%
111	2050	ALTGELD	15	123	45.5%	47.0%	16.3%	51.5%	0.0%	100.0%	0.0%	0.0%
112	2170	BARTON	15	147	46.3%	38.3%	34.7%	44.2%	0.0%	100.0%	0.0%	0.0%
113	6830	BUNCHE	15	71	46.5%	75.0%	25.4%	52.3%	0.0%	99.9%	0.1%	0.0%
114	3130	EARLE	15	149	51.7%	66.9%	13.4%	65.8%	0.1%	99.9%	0.0%	0.0%
115	3430	FOSTER PARK	15	134	31.3%	42.2%	17.9%	33.5%	0.2%	99.8%	0.0%	0.0%
116	2330	JOPLIN	15	94	38.3%	51.7%	16.0%	33.9%	0.0%	100.0%	0.0%	0.0%
117	5230	O'TOOLE	15	156	51.3%	71.1%	28.2%	54.4%	0.4%	98.8%	0.5%	0.3%
118	6550	BOND	16	72	41.7%	49.2%	44.4%	57.4%	0.0%	100.0%	0.0%	0.0%
119	4460	CHAPMAN *	16	69	52.2%	58.3%	26.1%	0.0%	0.0%	100.0%	0.0%	0.0%
120	2860	COOK	16	163	35.6%	23.3%	20.2%	38.4%	0.0%	100.0%	0.0%	0.0%
121	5270	F PARKER CMM ACY	16	72	55.6%	51.4%	34.7%	0.0%	0.0%	98.6%	0.0%	1.4%
122	7080	GERSHWIN	16	77	39.0%	20.5%	44.2%	72.4%	0.0%	100.0%	0.0%	0.0%
123	5160	GOETHALS ED/VOC C	16	147	68.7%	80.6%	76.2%	44.7%	0.0%	99.5%	0.4%	0.1%
124	7050	GUGGENHEIM	16	76	50.0%	46.3%	28.9%	57.1%	0.0%	100.0%	0.0%	0.0%
125	4040	HOOKWAY *	16	59	35.6%	40.7%	13.6%	36.6%	0.0%	100.0%	0.0%	0.0%
126	6580	LOW UPP/MIDD	16	183	49.7%	42.7%	45.4%	66.6%	0.0%	100.0%	0.0%	0.0%
127	6870	REED	16	66	50.0%	27.4%	34.8%	63.4%	0.0%	100.0%	0.0%	0.0%
128	7760	STAGG	16	169	46.7%	34.9%	45.6%	50.3%	0.0%	100.0%	0.0%	0.0%
129	6390	WENTWORTH	16	76	42.1%	15.8%	30.3%	62.4%	0.0%	100.0%	0.0%	0.0%
130	7260	WESCOTT	16	56	39.3%	40.4%	37.5%	64.1%	0.0%	100.0%	0.0%	0.0%

Table A-4:
Dropout Rates and Elementary School Characteristics, Predominantly BLACK (70% or more) Schools,
Class of 1982, Chicago Public Schools

	UNIT	NAME	DIST	ENROLL-MENT GRADE 8	DROPOUT RATE	PERCENT BELOW NORMAL	PERCENT OVERAGE	PERCENT LOW INCOME	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
131	2130	AVALON PARK	17	102	33.3%	33.3%	12.7%	32.5%	0.0%	100.0%	0.0%	0.0%
132	2340	BRADWELL	17	107	49.5%	47.1%	17.8%	58.5%	0.5%	99.3%	0.2%	0.0%
133	2430	BRYN MAWR	17	193	42.0%	33.5%	12.4%	52.1%	0.3%	99.4%	0.2%	0.1%
134	2580	CALDWELL	17	113	45.1%	27.9%	21.2%	30.9%	0.0%	100.0%	0.0%	0.0%
135	2830	COLES	17	103	50.5%	59.2%	8.7%	36.9%	1.0%	90.9%	8.1%	0.0%
136	2920	CORNELL *	17	81	33.3%	48.1%	58.0%	63.9%	0.6%	98.8%	0.7%	0.0%
137	3010	DENEEN	17	89	39.3%	31.5%	47.2%	43.3%	0.0%	100.0%	0.0%	0.0%
138	3040	DIXON	17	130	16.9%	20.3%	26.2%	20.7%	0.0%	100.0%	0.0%	0.0%
139	4570	MADISON -O	17	96	29.2%	48.9%	17.7%	53.5%	0.0%	100.0%	0.0%	0.0%
140	4610	MANN	17	149	35.6%	43.1%	14.1%	34.9%	0.2%	99.6%	0.2%	0.0%
141	5060	NEIL	17	10	40.0%	-6.0%	50.0%	16.9%	0.0%	99.4%	0.6%	0.0%
142	5180	O'KEEFE	17	108	50.0%	64.0%	13.9%	55.4%	0.1%	99.9%	0.0%	0.0%
143	5290	PARK MANOR	17	50	32.0%	36.7%	30.0%	54.2%	0.0%	100.0%	0.0%	0.0%
144	5300	PARKSIDE CMM ACY	17	54	51.9%	55.1%	22.2%	64.1%	0.0%	100.0%	0.0%	0.0%
145	7010	POWELL	17	58	37.9%	47.4%	31.0%	57.7%	0.6%	97.8%	1.4%	0.2%
146	5610	REVERE	17	71	52.1%	25.0%	9.9%	57.9%	0.1%	99.6%	0.3%	0.0%
147	5660	RUGGLES	17	68	38.2%	24.2%	17.6%	28.3%	0.2%	99.8%	0.0%	0.0%
148	6900	SBARBARO	17	68	39.7%	42.2%	16.2%	44.9%	0.5%	99.3%	0.1%	0.1%
149	2150	BARNARD	18	44	13.6%	46.3%	22.7%	25.2%	14.8%	84.6%	0.2%	0.4%
150	2360	BRENAN	18	147	39.5%	51.4%	12.2%	64.2%	0.2%	99.4%	0.4%	0.0%
151	3250	ESMOND	18	140	35.0%	47.4%	27.1%	36.8%	0.5%	99.3%	0.2%	0.0%
152	7990	EVERS	18	79	32.9%	28.2%	24.1%	18.9%	0.0%	98.5%	1.5%	0.0%
153	3330	FERNWOOD	18	81	35.8%	42.3%	35.8%	40.4%	0.1%	99.7%	0.1%	0.1%
154	3400	FORT DEARBORN	18	120	45.0%	42.6%	22.5%	31.5%	0.0%	100.0%	0.0%	0.0%
155	5420	GARVEY	18	79	25.3%	31.2%	13.9%	24.9%	0.0%	100.0%	0.0%	0.0%
156	4410	GREEN	18	75	40.0%	47.3%	26.7%	31.3%	0.0%	100.0%	0.0%	0.0%
157	3670	GRESHAM	18	78	41.0%	24.7%	15.4%	38.0%	0.0%	100.0%	0.0%	0.0%
158	7210	HIGGENS CMM ACDY	18	71	45.1%	55.1%	26.8%	38.3%	0.0%	99.7%	0.0%	0.3%
159	8090	JACKSON, M	18	83	22.9%	26.3%	38.6%	31.4%	1.0%	97.4%	1.5%	0.1%
160	4240	KELLOGG	18	19	10.5%	21.1%	21.1%	10.9%	57.9%	79.3%	19.9%	0.4%
161	4350	KIPLING	18	48	25.0%	29.2%	22.9%	21.1%	0.4%	99.5%	0.2%	0.0%
162	4830	MORGAN	18	80	47.5%	57.7%	23.8%	46.1%	0.0%	100.0%	0.0%	0.0%
163	4980	MOUNT VERNON	18	82	30.5%	46.8%	28.0%	21.0%	0.0%	100.0%	0.0%	0.0%
164	5040	NANSEN	18	89	36.0%	45.9%	12.4%	22.0%	0.1%	99.7%	0.2%	0.0%
165	5670	RYDER	18	77	42.9%	37.0%	24.7%	42.4%	0.0%	100.0%	0.0%	0.0%
166	5930	SHOOP	18	127	37.8%	50.8%	39.4%	45.1%	0.0%	99.[illegible]%	0.1%	0.0%
167	6250	VANDERPOEL MAG	18	64	29.7%	37.1%	18.8%	28.7%	21.9%	76.6%	1.6%	0.0%
168	6400	W. PULLMAN	18	180	52.2%	60.3%	9.4%	50.1%	0.6%	97.5%	1.9%	0.0%
169	8030	WACKER	18	38	21.1%	16.2%	21.1%	14.1%	0.0%	100.0%	0.0%	0.0%
170	6420	WHISTLER	18	68	33.8%	49.2%	14.7%	26.5%	0.4%	99.3%	0.4%	0.0%
171	6402	WHITE BR. W PULLMAN	18	23	47.8%	65.2%	0.0%	24.7%	1.2%	93.2%	5.6%	0.0%
172	2280	BENNETT	19	84	27.4%	26.8%	20.2%	0.0%	0.0%	100.0%	0.0%	0.0%
173	2520	BURNSIDE ACDMY	19	69	39.1%	48.5%	11.6%	0.0%	0.0%	99.9%	0.1%	0.0%
174	7660	GILLESPIE UPPER *	19	114	29.8%	27.9%	36.0%	43.8%	0.0%	100.0%	0.0%	0.0%
175	4550	LUELLA	19	160	37.5%	50.6%	15.6%	30.8%	0.1%	99.0%	0.7%	0.2%
176	5380	PERRY	19	61	37.7%	58.3%	16.4%	40.2%	1.2%	96.1%	2.7%	0.0%
177	5950	SCHMID	19	65	40.0%	53.8%	18.5%	22.[illegible]	0.2%	98.8%	1.0%	0.0%
178	2290	SHEDD BR	19	30	40.0%	50.0%	6.7%	8.7%	0.0%	93.3%	0.0%	6.7%
179	3870	SMITH	19	99	37.4%	46.3%	11.1%	33.3%	0.0%	98.8%	1.2%	0.0%
180	7630	THORP ED/VOC CTR	19	101	59.4%	94.0%	65.3%	36.3%	0.0%	92.3%	7.7%	0.0%
181	6350	WARREN	19	161	36.0%	52.3%	16.8%	20.3%	0.0%	98.5%	1.5%	0.0%
182	2700	CARVER MIDD	20	202	51.0%	54.0%	52.0%	63.4%	0.0%	100.0%	0.0%	0.0%
183	4100	CULLEN	20	43	23.3%	44.2%	14.0%	15.6%	0.0%	100.0%	0.0%	0.0%
184	3160	CURTIS	20	113	54.9%	71.4%	15.0%	18.1%	0.2%	99.0%	0.8%	0.0%
185	8010	DUBOIS	20	77	33.8%	47.2%	32.5%	42.9%	0.5%	98.9%	0.5%	0.1%
186	6050	DUNNE	20	97	26.8%	38.9%	12.4%	26.2%	0.0%	99.9%	0.1%	0.0%
187	3570	GOMPERS	20	98	42.9%	31.6%	25.5%	35.1%	0.0%	100.0%	0.0%	0.0%
188	4360	KOHN	20	214	32.7%	41.5%	25.2%	38.7%	0.0%	99.4%	0.3%	0.3%
189	5530	PULLMAN	20	39	38.5%	56.4%	35.9%	59.8%	9.7%	77.5%	12.8%	0.0%
190	5740	SCANLAN	20	115	45.2%	61.6%	6.1%	59.2%	0.1%	98.5%	1.3%	0.1%
191	6260	VON VLISSINGEN	20	185	55.1%	58.2%	24.9%	53.2%	0.1%	99.9%	0.0%	0.0%

Table A-5:
Dropout Rates and Elementary School Characteristics, Predominantly HISPANIC (70% or more) Schools,
Class of 1982, Chicago Public Schools

	UNIT	NAME	DIST	ENROLL-MENT GRADE 8	DROPOUT RATE	PERCENT BELOW NORMAL	PERCENT OVERAGE	PERCENT LOW INCOME	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
1	7610	COOPER UPP	8	302	50.0%	63.4%	46.7%	33.9%	4.5%	1.6%	93.7%	0.2%
2	2510	BURNS	10	78	51.3%	42.7%	28.2%	17.3%	4.7%	2.1%	92.8%	0.4%
3	4720	MCCORMICK	10	63	46.0%	62.3%	31.7%	24.3%	6.7%	1.1%	91.8%	0.4%
4	5880	SHERIDAN	19	132	31.1%	48.7%	35.6%	17.9%	2.6%	5.9%	91.4%	0.1%
5	5820	SEWARD	13	75	37.3%	51.5%	12.0%	22.0%	13.1%	0.0%	86.6%	0.3%
6	6020	SPRY *	8	93	36.6%	47.7%	39.8%	31.8%	10.9%	2.7%	86.0%	0.4%
7	4540	LOWELL	5	75	49.3%	54.5%	22.7%	59.2%	3.6%	11.4%	84.8%	0.2%
8	5430	PICKARD	8	58	51.7%	45.5%	36.2%	30.3%	16.2%	0.0%	83.9%	0.0%
9	3520	GARY	10	58	43.1%	47.4%	56.9%	13.7%	18.1%	0.1%	81.5%	0.3%
10	7640	CHOPIN UPPER *	6	171	46.2%	65.2%	33.9%	52.3%	7.5%	10.7%	80.3%	1.5%
11	6281	VON HUMBOLDT BR	6	156	62.8%	78.9%	9.0%	0.0%	7.1%	16.1%	76.5%	0.3%
12	2530	BURR	6	39	59.0%	36.1%	35.[illegible]%	43.1%	19.5%	1.4%	76.5%	2.6%
13	6140	TALCOTT	6	67	50.7%	42.0%	34.3%	42.1%	20.7%	2.6%	76.3%	0.4%
14	4790	JACKSON	9	10	[illegible].0%	30.0%	40.0%	26.9%	20.3%	2.7%	75.9%	1.1%
15	4380	KOSCIUSZKO	6	57	57.9%	52.1%	7.0%	47.2%	21.5%	0.9%	75.7%	1.9%
16	7420	DE DIEGO CMM ACY	6	156	57.1%	77.9%	29.5%	0.0%	2.6%	20.5%	75.6%	1.3%
17	2390	BRIGHT	19	39	38.5%	52.6%	53.8%	30.5%	13.6%	11.1%	75.2%	0.1%
18	7740	YATES UPPER *	6	158	57.6%	68.2%	28.5%	45.0%	20.5%	3.7%	74.3%	1.5%
19	5450	PLAMONDON	8	16	62.5%	28.6%	18.8%	38.3%	4.9%	17.0%	73.9%	4.2%
20	3460	FUNSTON	5	63	41.3%	27.6%	9.5%	34.2%	24.5%	1.4%	73.4%	0.7%
21	6080	STOWE	5	69	34.8%	49.3%	29.0%	43.3%	24.7%	0.9%	73.4%	1.0%
22	6100	SULLIVAN	17	69	34.8%	54.1%	29.0%	21.4%	7.7%	19.4%	72.6%	0.3%
23	7600	ANDERSON EVGC	6	45	75.6%	87.1%	84.4%	54.5%	13.9%	13.9%	72.3%	0.0%
24	5520	PULASKI	5	99	48.5%	46.2%	25.3%	40.4%	21.1%	5.4%	72.3%	1.2%
25	2640	CARPENTER	6	80	47.5%	68.1%	27.5%	48.2%	6.4%	22.8%	70.7%	0.1%

Table A-6:
Comparative Groupings of Elementary Schools with Similar Third Grade Reading Scores
and Different Levels of Overage Students by the Eighth Grade

Group A: LOW Percentages of Overage Students in Eighth Grade

	UNIT	NAME	PERCENT OVERAGE	GRADE 3 READ SCORE	GRADE 5 READ SCORE	GRADE 8 READ SCORE	DROPOUT RATE	PERCENT BELOW NORMAL	PERCENT LOW INCOME	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	1977-78 8TH GRADE ENROLLMENT
1	3240	ERICSON	0.0%	2.5	4.6	6.5	46.8%	62.3%	72.0%	0.0%	100.0%	0.0%	0.0%	62
2	5610	REVERE	9.9%	2.5	5.0	7.3	52.1%	25.0%	57.9%	0.1%	99.6%	0.3%	0.0%	71
3	5740	SCANLAN	6.1%	2.7	4.3	6.0	45.2%	61.6%	59.2%	0.1%	98.5%	1.3%	0.1%	115
4	5680	RYERSON	6.2%	2.7	3.9	6.1	38.1%	68.6%	58.9%	0.0%	99.6%	0.4%	0.0%	113
5	4820	MEDILL INT/UPP	6.8%	2.7	4.7	5.8	51.5%	41.2%	84.9%	0.0%	100.0%	0.0%	0.0%	103
6	6400	W. PULLMAN	9.4%	2.7	4.8	6.0	52.2%	60.3%	50.1%	0.6%	97.5%	1.9%	0.0%	180
7	6950	MOLLISON	6.7%	2.8	4.7	6.7	46.7%	26.7%	63.2%	0.0%	100.0%	0.0%	0.0%	30
8	5810	SCOTT *	7.4%	2.8	5.4	6.5	38.9%	50.0%	68.3%	0.0%	100.0%	0.0%	0.0%	54
9	3320	FERMI	8.1%	2.8	4.9	7.2	36.4%	33.3%	58.6%	0.0%	100.0%	0.0%	0.0%	99
10	5070	NETTLEHORST	8.1%	2.8	6.3	7.7	43.2%	33.3%	28.2%	50.5%	19.8%	24.7%	5.0%	37
11	6730	CATHER	8.2%	2.8	4.2	5.8	46.9%	70.2%	67.3%	0.2%	99.8%	0.0%	0.0%	49
12	5690	SAUGANASH	9.1%	2.8	7.9	9.7	22.7%	13.6%	2.1%	90.9%	0.0%	3.0%	6.1%	22
13	4390	KOZMINSKI ACDMY	9.4%	2.8	4.9	7.0	37.7%	49.0%	30.9%	0.2%	99.8%	0.0%	0.0%	53
14	5010	MILLIGAN	5.0%	2.9	4.2	6.3	35.0%	70.0%	59.9%	2.5%	72.2%	24.5%	0.8%	20
15	6281	VON HUMBOLDT BR	9.0%	2.9	3.7	N.A.	62.8%	78.9%	0.0%	7.1%	16.1%	76.5%	0.3%	156
16	3460	FUNSTON	9.5%	2.9	5.3	7.1	41.3%	27.6%	34.2%	24.5%	1.4%	73.4%	0.7%	63
17	2740	CHALMERS	3.6%	3.0	4.5	5.9	45.5%	79.6%	76.4%	0.0%	100.0%	0.0%	0.0%	55
18	4140	IRVING	7.4%	3.0	N.A.	6.1	40.7%	48.1%	42.6%	10.0%	25.7%	60.1%	4.2%	27
19	2560	BYRD COMM ACDMY	8.5%	3.1	4.7	7.0	40.4%	35.6%	60.7%	0.0%	100.0%	0.0%	0.0%	47
20	2830	COLES	8.7%	3.1	4.6	6.3	50.5%	59.2%	36.9%	1.0%	90.9%	8.1%	0.0%	103
21	5110	NOBEL	4.5%	3.2	4.7	6.8	36.4%	55.0%	25.1%	42.5%	0.6%	56.0%	0.9%	22
22	2190	BATEMAN	2.9%	3.3	6.3	8.6	47.1%	22.2%	18.7%	72.0%	0.0%	16.0%	12.0%	68
23	4190	JEFFERSON	9.1%	3.3	5.0	7.2	54.5%	18.2%	45.8%	1.9%	84.7%	11.5%	1.9%	22
24	3900	HEDGES	9.7%	3.3	6.1	7.6	54.8%	25.8%	22.0%	67.0%	0.3%	29.9%	2.8%	31
25	4440	LEMOYNE	0.0%	3.4	4.7	6.9	34.1%	54.5%	56.3%	17.6%	16.3%	58.9%	7.2%	44
26	6470	WILDWOOD	0.0%	3.5	7.7	10.1	7.7%	0.0%	1.0%	94.8%	0.0%	1.5%	3.7%	13
27	5730	SCAMMON	2.8%	3.5	7.0	9.2	30.6%	25.7%	12.1%	90.3%	0.4%	6.5%	2.8%	36
28	2070	ARMOUR	3.2%	3.5	5.4	6.2	54.8%	53.6%	38.5%	65.9%	0.1%	33.1%	0.9%	31
29	2540	BURROUGHS	4.5%	3.5	5.7	8.0	43.2%	17.1%	27.4%	77.5%	0.0%	21.4%	1.1%	44
30	3620	GRAY	4.8%	3.5	6.8	9.1	22.2%	14.3%	6.8%	95.9%	0.0%	2.8%	1.3%	63
Group A Aggregate, LOW Percentage			6.9%	2.9	4.8	6.8	45.1%	48.8%	44.6%	17.3%	65.4%	16.1%	1.2%	1,833

Group B: HIGH Percentages of Overage Students in Eighth Grade

	UNIT	NAME	PERCENT OVERAGE	GRADE 3 READ SCORE	GRADE 5 READ SCORE	GRADE 8 READ SCORE	DROPOUT RATE	PERCENT BELOW NORMAL	PERCENT LOW INCOME	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	1977-78 8TH GRADE ENROLLMENT
1	6670	COOLEY EVGC *	33.3%	3.3	N.A.	N.A.	91.7%	N.A.	91.7%	0.0%	100.0%	0.0%	0.0%	12
2	5060	NEIL	50.0%	3.5	6.6	N.A.	40.0%	N.A.	16.9%	0.0%	99.4%	0.6%	0.0%	10
3	7140	ROENTGEN ED/VC C	83.8%	2.8	N.A.	N.A.	73.8%	91.9%	76.7%	0.0%	100.0%	0.0%	0.0%	160
4	7600	ANDERSON EVGC	84.4%	2.5	N.A.	N.A.	75.6%	87.1%	54.5%	13.9%	13.9%	72.3%	0.0%	45
5	7270	MCKINLEY ED/VC C	90.9%	3.4	N.A.	N.A.	80.6%	51.9%	44.9%	0.0%	100.0%	0.0%	0.0%	165
6	3790	HARTIGAN	60.7%	3.0	4.4	5.4	61.9%	68.7%	82.4%	0.0%	100.0%	0.0%	0.0%	84
7	4310	KING	32.8%	2.9	4.2	5.6	43.8%	66.1%	66.8%	1.6%	74.4%	23.8%	0.2%	64
8	6540	BEETHOVEN	39.2%	2.5	N.A.	5.6	51.0%	64.6%	71.5%	0.0%	100.0%	0.0%	0.0%	102
9	3090	DOUGLAS	31.1%	2.6	4.5	5.7	55.1%	68.1%	57.7%	0.0%	99.9%	0.1%	0.0%	167
10	6810	PRICE	39.0%	3.0	4.7	5.7	52.5%	44.1%	62.2%	0.5%	99.5%	0.0%	0.0%	59
11	3120	DRUMMOND	51.9%	2.5	4.6	6.1	59.3%	52.2%	37.3%	39.4%	1.3%	58.9%	0.4%	27
12	3070	DOOLITTLE INT/UPP	30.5%	2.9	4.5	6.2	38.2%	50.0%	74.2%	0.0%	100.0%	0.0%	0.0%	131
13	6930	PADEREWSKI	37.0%	2.9	4.8	6.2	54.3%	54.3%	0.0%	0.0%	100.0%	0.0%	0.0%	46
14	6020	SPRY *	39.8%	2.8	4.7	6.3	36.6%	47.7%	31.8%	10.9%	2.7%	86.0%	0.4%	93
15	5880	SHERIDAN	35.6%	3.3	5.2	6.4	31.1%	48.7%	17.9%	2.6%	5.9%	91.4%	0.1%	132
16	5530	PULLMAN	35.9%	3.1	4.5	6.4	38.5%	56.4%	59.8%	9.7%	77.5%	12.8%	0.0%	39
17	5430	PICKARD	36.2%	2.8	4.6	6.4	51.7%	45.5%	30.3%	16.2%	0.0%	83.9%	0.0%	58
18	5330	PEABODY	42.1%	2.8	4.6	6.4	44.7%	51.9%	44.1%	10.5%	20.0%	69.0%	0.5%	38
19	6550	BOND	44.4%	2.9	N.A.	6.4	41.7%	49.2%	57.4%	0.0%	100.0%	0.0%	0.0%	72
20	4840	MITCHELL	35.6%	2.8	4.9	6.5	55.6%	38.9%	31.8%	31.8%	3.0%	64.8%	0.4%	45
21	2530	BURR	35.9%	2.7	4.4	6.5	59.0%	36.1%	43.1%	19.5%	1.4%	76.5%	2.6%	39
22	5930	SHOOP	39.4%	3.4	4.7	6.5	37.8%	50.8%	45.1%	0.0%	99.9%	0.1%	0.0%	127
23	7760	STAGG	45.6%	2.8	4.6	6.5	46.7%	34.9%	50.3%	0.0%	100.0%	0.0%	0.0%	169
24	5860	SHEPHARD *	50.0%	2.9	5.1	6.5	36.1%	50.0%	70.5%	0.0%	100.0%	0.0%	0.0%	36
25	2610	CAMERON	54.7%	3.0	4.6	6.5	39.5%	42.9%	46.3%	4.4%	31.9%	57.3%	6.4%	86
26	7260	WESCOTT	37.5%	2.9	4.5	6.6	39.3%	40.4%	64.1%	0.0%	100.0%	0.0%	0.0%	56
27	5370	PENN	40.4%	2.5	4.3	6.6	38.2%	51.2%	0.0%	0.3%	98.3%	1.4%	0.0%	89
28	2920	CORNELL *	58.0%	3.4	5.1	6.6	33.3%	48.1%	63.9%	0.6%	98.8%	0.7%	0.0%	81
29	8090	JACKSON, M	38.6%	3.3	4.9	6.7	22.9%	26.3%	31.4%	1.0%	97.4%	1.5%	0.1%	83
30	5290	PARK MANOR	30.0%	3.3	4.6	6.8	32.0%	36.7%	54.2%	0.0%	100.0%	0.0%	0.0%	50
31	6190	THORP ACDMY	31.4%	3.0	4.6	6.8	34.3%	20.6%	51.4%	0.8%	67.2%	32.0%	0.0%	76
32	2170	BARTON	34.7%	2.6	5.0	6.8	46.3%	38.3%	44.2%	0.0%	100.0%	0.0%	0.0%	147
33	3330	FERNWOOD	35.8%	3.2	4.6	6.8	35.8%	42.3%	40.4%	0.1%	99.7%	0.1%	0.1%	81
34	3300	FARREN	36.6%	2.5	4.1	6.9	50.5%	34.8%	74.9%	0.0%	100.0%	0.0%	0.0%	93
35	3010	DENEEN	47.2%	3.0	4.4	6.9	39.3%	31.5%	43.3%	0.0%	100.0%	0.0%	0.0%	89
36	6870	REED	34.8%	3.1	N.A.	7.0	50.0%	27.4%	63.4%	0.0%	100.0%	0.0%	0.0%	66
37	7080	GERSHWIN	44.2%	2.7	5.4	7.0	39.0%	20.5%	72.4%	0.0%	100.0%	0.0%	0.0%	77
38	6140	TALCOTT	34.3%	2.9	5.2	7.1	50.7%	42.0%	42.1%	20.7%	2.6%	76.3%	0.4%	67
39	4630	MARSH	38.5%	3.4	5.9	7.1	42.3%	32.0%	8.0%	47.6%	0.0%	52.4%	0.0%	26
40	2910	CORKERY	41.5%	3.2	5.3	7.1	38.5%	45.9%	49.8%	4.3%	69.3%	26.3%	0.1%	65
41	3880	HEALY	30.8%	3.0	5.6	7.3	53.8%	36.0%	25.8%	65.2%	1.2%	33.1%	0.5%	52
42	6390	WENTWORTH	30.3%	2.5	N.A.	7.5	42.1%	15.8%	62.4%	0.0%	100.0%	0.0%	0.0%	76
43	3740	HAMLINE	35.3%	2.8	5.3	7.5	64.7%	44.8%	22.9%	44.1%	0.0%	54.1%	1.8%	34
44	2880	COONLEY	36.5%	3.1	5.9	7.8	51.9%	44.9%	15.6%	89.4%	0.3%	6.9%	3.4%	52
45	2300	BLAINE *	32.5%	3.5	5.4	8.0	50.6%	20.8%	30.1%	40.2%	0.9%	50.3%	8.6%	77
46	2470	BURLEY	30.2%	3.0	6.0	8.2	53.5%	47.4%	37.4%	66.2%	0.5%	29.3%	4.0%	43
Group B Aggregate, HIGH Percentage			44.0%	2.9	4.6	6.5	47.7%	46.6%	49.1%	7.5%	73.3%	18.7%	0.5%	3,486

Table A-7a:
Teacher Experience and Other School Characteristics
Comparing 1977-78 and 1985-86, Chicago Public Schools

	UNIT	SCHOOL	DIST	TEACHER YEARS EXPERIENCE, 1978 Under One	One to Five	Six to Twelve	Over Twelve	CLASS OF 1982 DROPOUT RATE	STUDENTS RACE, 1978 PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	TEACHERS RACE, 1978 PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
1	2190	BATEMAN	1	8%	13%	25%	55%	47.1%	72.0%	0.0%	16.0%	12.0%	64.1%	25.6%	.7%	2.6%
2	2240	BEAUBIAN	1	2%	20%	24%	54%	28.6%	86.5%	8.3%	3.8%	1.4%	60.0%	40.0%	0.0%	0.0%
3	2260	BELDING	1	3%	22%	11%	65%	33.3%	79.4%	6.3%	8.4%	5.9%	65.0%	35.0%	0.0%	0.0%
4	2380	BRIDGE	1	0%	5%	23%	72%	30.3%	91.9%	7.1%	0.6%	0.4%	75.0%	25.0%	0.0%	0.0%
5	2440	BUDLONG	1	3%	23%	24%	50%	26.9%	86.4%	2.4%	3.7%	7.5%	65.2%	32.6%	0.0%	2.2%
6	2620	CANTY	1	7%	18%	9%	66%	23.5%	92.6%	3.6%	2.9%	0.9%	68.2%	31.8%	0.0%	.0%
7	2800	CLEVELAND	1	12%	15%	33%	40%	43.2%	81.5%	2.0%	11.8%	4.7%	60.7%	35.7%	0.0%	3.6%
8	2950	DIRKSEN	1	5%	21%	9%	65%	11.1%	95.9%	0.3%	0.7%	3.1%	63.6%	31.8%	0.0%	4.6%
9	3150	EBINGER	1	3%	8%	11%	79%	17.5%	92.3%	6.9%	0.0%	0.8%	71.4%	19.0%	4.8%	4.8%
10	3170	EDGEBROOK	1	0%	37%	15%	58%	15.0%	96.9%	0.0%	0.5%	2.6%	60.0%	33.3%	0.0%	6.7%
11	3180	EDISON *	1	15%	6%	12%	67%	25.8%	86.7%	8.6%	2.1%	2.6%	70.6%	17.6%	5.0%	6.8%
12	3280	FARNSWORTH	1	2%	20%	18%	59%	23.9%	92.5%	4.9%	2.1%	0.5%	66.7%	33.3%	0.0%	0.0%
13	3510	GARVEY	1	3%	13%	16%	69%	13.3%	89.0%	7.2%	1.9%	1.9%	75.0%	25.0%	0.0%	0.0%
14	3810	HAUGEN	1	4%	26%	34%	37%	43.8%	74.5%	0.3%	15.1%	10.1%	67.7%	25.8%	1.6%	4.9%
15	3940	HENRY	1	4%	14%	30%	53%	45.9%	82.1%	0.0%	12.5%	5.4%	71.0%	25.8%	0.0%	3.2%
16	4010	HITCH	1	0%	29%	17%	55%	15.8%	96.9%	0.0%	1.0%	2.1%	68.2%	31.8%	0.0%	.0%
17	5020	MURPHY	1	13%	9%	18%	60%	41.7%	82.8%	2.0%	11.0%	4.2%	63.6%	36.4%	0.0%	0.0%
18	5120	NORWOOD PARK	1	0%	24%	0%	76%	11.8%	97.9%	0.0%	0.5%	1.6%	70.0%	30.0%	0.0%	0.0%
19	5190	ONAHAN	1	0%	21%	18%	61%	14.6%	96.7%	0.7%	1.4%	1.2%	70.0%	30.0%	0.0%	0.0%
20	5200	ORIOLE PARK	1	0%	25%	8%	67%	14.3%	94.6%	3.4%	0.3%	1.7%	72.7%	27.3%	0.0%	.0%
21	5260	PALMER	1	5%	14%	28%	53%	21.2%	86.0%	4.8%	4.2%	5.0%	61.9%	38.1%	0.0%	0.0%
22	5410	PETERSON	1	3%	19%	24%	54%	17.4%	82.6%	0.0%	2.2%	15.2%	63.6%	27.3%	3.0%	6.1%
23	5490	PORTAGE PARK	1	0%	16%	18%	65%	29.3%	97.4%	0.0%	2.0%	0.6%	67.9%	32.1%	0.0%	.0%
24	5510	PRUSSING	1	0%	17%	29%	54%	11.6%	91.9%	2.5%	3.5%	2.1%	72.2%	27.8%	0.0%	.0%
25	5690	SAUGANASH	1	7%	36%	7%	50%	22.7%	90.9%	0.0%	3.0%	6.1%	60.0%	26.7%	0.0%	13.3%
26	5960	SMYSER	1	0%	21%	13%	67%	21.6%	85.2%	11.5%	2.0%	1.3%	70.8%	29.2%	0.0%	.0%
27	5980	SOLOMON	1	0%	26%	29%	45%	0.0%	71.3%	8.6%	4.8%	15.3%	70.6%	29.4%	0.0%	.0%
28	6190	THORP ACDMY	1	12%	27%	36%	25%	34.3%	0.8%	67.2%	32.0%	0.0%	41.2%	43.1%	13.7%	2.0%
29	6270	VOLTA	1	1%	24%	36%	39%	37.0%	66.1%	0.6%	11.9%	21.4%	63.6%	30.3%	3.0%	3.1%
30	6290	VON STEUBEN IN/UP	1	0%	20%	25%	55%	36.1%	52.0%	0.6%	33.4%	14.0%	65.0%	25.0%	0.0%	10.0%
31	6370	WATERS	1	8%	25%	19%	48%	32.8%	73.2%	1.0%	12.8%	13.0%	63.6%	27.3%	3.0%	6.1%
32	6470	WILDWOOD	1	0%	36%	14%	50%	7.7%	94.8%	0.0%	1.5%	3.7%	62.5%	37.5%	0.0%	0.0%
33	4590	ARAI	2	2%	41%	41%	17%	47.1%	38.9%	22.2%	25.3%	25.3%	51.5%	37.9%	3.0%	7.6%
34	2080	ARMSTRONG	2	0%	18%	21%	61%	22.2%	77.7%	4.5%	4.5%	13.3%	68.3%	22.0%	9.8%	0.0%
35	2320	BOONE	2	2%	27%	27%	45%	15.8%	88.4%	0.0%	1.7%	9.9%	65.9%	29.3%	2.4%	2.4%
36	2750	CHAPPELL	2	10%	26%	13%	52%	32.3%	81.3%	0.5%	8.9%	9.3%	55.6%	38.9%	0.0%	5.5%
37	2810	CLINTON	2	3%	17%	28%	52%	23.6%	81.5%	0.0%	6.6%	11.9%	62.1%	31.0%	0.0%	6.9%
38	8000	DISNEY MAGNET	2	11%	30%	41%	18%	22.0%	45.6%	30.1%	19.9%	4.4%	65.8%	20.8%	7.4%	6.0%
39	3350	FIELD	2	0%	33%	22%	45%	40.0%	56.6%	12.1%	11.9%	19.4%	64.5%	32.2%	0.0%	3.3%
40	3480	GALE COMM ACDMY	2	3%	26%	31%	40%	41.4%	18.2%	47.3%	26.0%	8.5%	58.3%	27.8%	13.9%	.0%
41	3590	GOUDY	2	4%	25%	42%	29%	38.8%	28.1%	29.1%	24.4%	18.4%	61.5%	13.5%	11.5%	13.5%
42	2730	GREELEY *	2	10%	19%	39%	32%	43.8%	24.6%	4.6%	60.4%	10.4%	54.8%	12.9%	22.6%	9.7%
43	3850	HAYT	2	4%	32%	29%	35%	25.9%	73.1%	2.6%	10.8%	13.5%	60.0%	31.4%	2.9%	5.7%
44	4180	JAMIESON	2	1%	14%	42%	42%	15.3%	83.1%	0.0%	5.3%	11.6%	61.1%	33.3%	0.0%	5.6%
45	4300	KILMER	2	2%	27%	27%	44%	13.5%	64.0%	4.7%	16.9%	14.4%	66.7%	24.2%	6.1%	3.0%
46	4800	MCPHERSON	2	13%	26%	29%	32%	44.6%	60.0%	0.6%	26.2%	13.2%	68.1%	12.8%	14.9%	4.2%
47	5360	PEIRCE	2	6%	22%	23%	49%	22.4%	50.7%	0.4%	30.3%	18.6%	58.8%	35.3%	2.9%	3.0%
48	5630	ROGERS	2	13%	26%	13%	48%	6.3%	76.4%	3.3%	4.5%	15.8%	60.0%	30.0%	3.3%	6.7%
49	6070	STONE ACDMY	2	8%	14%	32%	46%	43.3%	64.3%	1.4%	5.8%	28.5%	69.2%	26.9%	0.0%	3.9%
50	6130	SWIFT	2	3%	40%	12%	44%	20.9%	40.1%	27.1%	16.4%	16.4%	64.7%	29.4%	2.9%	3.0%
51	6230	TRUMBULL	2	11%	16%	31%	42%	37.4%	58.0%	3.0%	29.1%	9.9%	63.4%	22.0%	4.9%	9.7%
52	2030	AGASSIZ	3	17%	21%	21%	40%	51.6%	42.4%	2.5%	50.7%	4.4%	66.7%	19.0%	14.3%	.0%
53	2040	ALCOTT	3	11%	13%	29%	47%	57.7%	47.5%	19.8%	28.4%	4.3%	64.3%	32.1%	0.0%	3.6%
54	2110	AUDUBON	3	10%	13%	39%	39%	40.0%	73.4%	0.5%	19.3%	6.8%	65.5%	31.3%	3.1%	0.0%
55	2270	BELL	3	8%	27%	30%	35%	28.6%	67.4%	8.0%	19.8%	4.8%	63.3%	30.0%	3.3%	3.4%
56	2300	BLAINE *	3	12%	19%	37%	31%	50.6%	40.2%	0.9%	50.3%	8.6%	60.0%	8.0%	20.0%	12.0%
57	2470	BURLEY	3	8%	13%	54%	25%	53.5%	66.2%	0.5%	29.3%	4.0%	60.0%	30.0%	6.7%	3.3%
58	2560	BYRD COMM ACDMY	3	4%	26%	52%	17%	40.4%	0.0%	100.0%	0.0%	0.0%	41.7%	58.3%	0.0%	0.0%
59	6670	COOLEY EVGC *	3	0%	50%	25%	25%	91.7%	0.0%	100.0%	0.0%	0.0%	75.0%	25.0%	0.0%	0.0%
60	2880	COONLEY	3	12%	24%	32%	32%	51.9%	89.4%	0.3%	6.9%	3.4%	62.5%	37.5%	0.0%	0.0%
61	3420	FRANKLIN BRANCH	3	4%	37%	22%	37%	42.9%	4.2%	88.5%	7.3%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
62	3730	HAMILTON	3	0%	17%	52%	31%	61.8%	58.1%	0.3%	36.1%	5.5%	67.9%	28.6%	3.6%	0.0%
63	3830	HAWTHORNE ACDMY	3	3%	17%	50%	30%	45.1%	30.2%	2.8%	60.5%	6.5%	65.6%	9.4%	25.0%	.0%
64	4890	INTER-AMER MAG	3	N.A.	N.A.	N.A.	N.A.	46.4%	25.0%	10.7%	60.7%	3.6%	-1.0%	-1.0%	-1.0%	-1.0%

Table A-7a:
Teacher Experience and Other School Characteristics
Comparing 1977-78 and 1985-86, Chicago Public Schools

	UNIT	SCHOOL	DIST	TEACHER YEARS EXPERIENCE, 1978				CLASS OF 1982	STUDENTS RACE, 1978				TEACHERS RACE, 1978			
				Under One	One to Five	Six to Twelve	Over Twelve	DROPOUT RATE	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
65	4200	JENNER	3	9%	27%	44%	20%	48.4%	0.0%	99.9%	0.1%	0.0%	46.7%	53.3%	0.0%	0.0%
66	4420	LASALLE LNG ACDY	3	14%	11%	29%	46%	38.5%	37.8%	50.7%	11.6%	0.0%	52.9%	41.2%	0.0%	5.9%
67	4440	LEMOYNE	3	0%	16%	51%	34%	34.1%	17.6%	16.3%	58.9%	7.2%	62.5%	22.5%	15.0%	0.0%
68	4480	LINCOLN	3	0%	17%	42%	42%	21.4%	78.5%	12.2%	5.0%	4.3%	66.7%	29.2%	0.0%	4.1%
69	4580	MANIERRE	3	8%	28%	50%	14%	54.5%	0.0%	100.0%	0.0%	0.0%	42.9%	57.1%	0.0%	0.0%
70	4680	MAYER	3	0%	12%	49%	39%	40.0%	46.3%	11.5%	37.1%	5.1%	57.9%	28.9%	0.0%	13.2%
71	5010	MULLIGAN	3	13%	15%	43%	30%	35.0%	2.5%	72.2%	24.5%	0.8%	51.4%	45.9%	2.7%	0.0%
72	5070	NETTLEHORST	3	9%	18%	28%	46%	43.2%	50.5%	19.8%	24.7%	5.0%	63.2%	15.8%	15.8%	5.2%
73	5080	NEWBERRY MAG	3	7%	24%	41%	28%	54.2%	3.7%	56.3%	38.9%	1.1%	55.2%	27.6%	2.7%	14.5%
74	5150	OGDEN	3	8%	15%	25%	53%	48.0%	75.1%	14.7%	6.9%	3.3%	66.7%	18.5%	13.8%	1.0%
75	5550	RAVENSWOOD	3	4%	25%	21%	50%	47.7%	50.7%	1.5%	37.0%	10.8%	60.7%	32.1%	3.6%	3.6%
76	5760	VON SCHILLER	3	3%	31%	41%	24%	46.9%	0.0%	100.0%	0.0%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
77	2160	BARRY	4	0%	23%	41%	36%	55.6%	83.4%	0.0%	14.0%	2.6%	63.6%	36.4%	0.0%	0.0%
78	2450	BURBANK	4	6%	17%	42%	36%	28.9%	72.2%	17.9%	5.1%	4.8%	68.4%	31.6%	0.0%	.0%
79	3020	DEVER	4	4%	16%	8%	72%	21.8%	90.1%	9.2%	0.2%	0.5%	82.6%	17.4%	0.0%	.0%
80	3270	FALCONER	4	7%	22%	24%	46%	36.0%	89.2%	0.5%	7.0%	3.3%	65.5%	34.5%	0.0%	0.0%
81	3620	GRAY	4	4%	31%	31%	35%	22.2%	95.9%	0.0%	2.8%	1.3%	61.5%	34.6%	0.0%	3.9%
82	3840	HAY COMM ACDMY	4	9%	40%	35%	15%	43.5%	1.9%	91.6%	5.5%	1.0%	55.4%	41.5%	3.1%	.0%
83	4060	HOWE	4	5%	44%	41%	10%	54.8%	0.9%	98.4%	0.7%	0.0%	52.3%	47.7%	0.0%	0.0%
84	4450	LEWIS	4	3%	33%	29%	35%	50.8%	46.4%	13.2%	35.6%	4.8%	65.0%	22.5%	7.5%	5.0%
85	4500	LLOYD	4	9%	25%	18%	47%	37.7%	84.0%	0.0%	14.8%	1.2%	60.0%	36.7%	3.3%	.0%
86	4510	LOCKE	4	4%	12%	28%	56%	29.0%	88.2%	11.1%	0.2%	0.5%	62.5%	[illegible]	0.0%	0.0%
87	4530	LOVETT	4	8%	24%	30%	38%	52.2%	91.0%	0.0%	6.7%	2.3%	71.4%	[illegible]	0.0%	4.8%
88	4560	LYON	4	11%	13%	27%	49%	18.2%	86.1%	12.2%	1.1%	0.6%	61.9%	[illegible]	0.0%	4.8%
89	5600	REINBERG	4	20%	25%	31%	24%	34.5%	87.2%	4.3%	6.0%	2.5%	57.7%	[illegible]	0.0%	3.8%
90	5720	SAYRE LANG ACDMY	4	3%	20%	33%	43%	46.7%	82.8%	12.8%	4.4%	0.0%	72.4%	[illegible]	0.0%	.0%
91	5730	SCAMMON	4	5%	14%	21%	60%	30.6%	90.3%	0.4%	6.5%	2.8%	61.9%	38.1%	0.0%	0.0%
92	5800	SCHUBERT	4	5%	23%	32%	40%	30.5%	93.4%	0.2%	4.6%	1.8%	64.4%	31.1%	0.0%	4.5%
93	6520	YOUNG, EF	4	14%	25%	36%	25%	44.4%	58.7%	8.0%	24.1%	9.2%	59.1%	38.6%	2.3%	.0%
94	2140	AVONDALE	5	3%	22%	43%	32%	50.0%	50.2%	0.2%	46.4%	3.2%	64.1%	33.3%	2.6%	.0%
95	2370	BRENTANO	5	5%	26%	39%	31%	54.0%	41.2%	0.4%	54.1%	4.3%	64.7%	25.5%	7.8%	2.0%
96	2610	CAMERON	5	6%	39%	46%	9%	39.5%	4.4%	31.9%	57.3%	6.4%	57.7%	28.2%	12.8%	1.3%
97	2960	DARWIN	5	6%	29%	46%	19%	57.6%	23.9%	7.7%	67.7%	0.7%	62.7%	21.6%	11.8%	3.9%
98	3460	FUNSTON	5	7%	27%	40%	27%	41.3%	24.5%	1.4%	73.4%	0.7%	64.4%	20.0%	15.6%	.0%
99	4150	IRVING PARK BR N	5	N.A.	N.A.	N.A.	N.A.	21.9%	84.4%	6.3%	3.1%	6.3%	-1.0%	-1.0%	-1.0%	-1.0%
100	4170	JAHN	5	0%	33%	22%	45%	62.0%	67.7%	0.2%	28.9%	3.2%	62.1%	31.0%	3.4%	3.5%
101	4540	LOWELL	5	10%	32%	42%	16%	49.3%	3.6%	11.4%	84.8%	0.2%	63.7%	22.0%	14.3%	.0%
102	4850	MONROE	5	2%	28%	32%	39%	38.2%	66.8%	0.6%	29.8%	2.8%	64.3%	25.0%	7.1%	3.6%
103	6800	MORTON UPPER	5	2%	19%	67%	12%	44.6%	0.0%	99.5%	0.5%	0.0%	44.2%	55.8%	0.0%	0.0%
104	5000	MOZART	5	5%	45%	27%	22%	37.0%	42.5%	0.7%	53.4%	3.4%	57.9%	34.2%	7.9%	.0%
105	5100	NIXON	5	8%	23%	40%	30%	44.7%	51.8%	0.0%	45.2%	3.0%	60.0%	35.0%	5.0%	0.0%
106	5110	NOBEL	5	6%	33%	31%	31%	36.4%	42.5%	0.6%	56.0%	0.9%	65.7%	28.6%	5.7%	.0%
107	7400	PICCOLO MIDD	5	15%	30%	39%	16%	44.9%	32.7%	18.5%	48.2%	0.6%	58.7%	36.5%	4.8%	.0%
108	5500	PRESCOTT	5	19%	17%	24%	40%	51.6%	60.0%	0.4%	38.1%	1.5%	60.9%	21.7%	3.7%	13.7%
109	5520	PULASKI	5	2%	28%	38%	31%	48.5%	21.1%	5.4%	72.3%	1.2%	58.7%	25.4%	12.7%	3.2%
110	5590	REILLY	5	9%	19%	12%	60%	31.1%	87.2%	0.2%	11.2%	1.4%	59.1%	40.9%	0.0%	0.0%
111	5680	RYERSON	5	3%	29%	57%	11%	38.1%	0.0%	99.6%	0.4%	0.0%	58.3%	41.7%	0.0%	0.0%
112	5790	SCHNEIDER	5	3%	37%	35%	25%	68.6%	32.9%	15.3%	50.1%	1.7%	66.7%	20.0%	6.7%	6.6%
113	6080	STOWE	5	11%	34%	36%	19%	34.8%	24.7%	0.9%	73.4%	1.0%	60.7%	23.2%	14.3%	1.8%
114	6430	TENNYSON EVGC *	5	4%	11%	70%	15%	67.7%	0.0%	100.0%	0.0%	0.0%	53.8%	46.2%	0.0%	0.0%
115	3560	VON GOETHE	5	6%	42%	25%	27%	58.5%	45.3%	1.9%	50.9%	1.9%	-1.0%	-1.0%	-1.0%	-1.0%
116	4490	VON LINNE	5	5%	19%	26%	51%	48.8%	70.7%	2.4%	19.5%	7.3%	-1.0%	-1.0%	-1.0%	-1.0%
117	5470	WARD	5	5%	36%	41%	18%	31.5%	0.0%	99.7%	0.3%	0.0%	57.6%	36.4%	0.0%	6.0%
118	2060	ANDERSON	6	1%	45%	37%	16%	47.6%	19.9%	13.7%	65.8%	0.6%	53.5%	27.9%	16.3%	2.3%
119	2061	ANDERSON EVGC	6	5%	25%	45%	25%	75.6%	13.9%	13.9%	72.3%	0.0%	52.6%	36.8%	5.3%	5.3%
120	2530	BURR	6	11%	41%	26%	22%	59.0%	19.5%	1.4%	76.5%	2.6%	42.3%	23.1%	26.9%	7.7%
121	2640	CARPENTER	6	2%	22%	48%	29%	47.5%	6.4%	22.8%	70.7%	0.1%	62.3%	24.5%	13.2%	.0%
122	2760	CHASE	6	3%	31%	36%	31%	41.7%	33.4%	0.9%	65.2%	0.5%	68.4%	18.4%	10.5%	2.7%
123	7640	CHOPIN UPPER *	6	3%	35%	49%	13%	46.2%	7.5%	10.7%	80.3%	1.5%	50.0%	25.0%	19.4%	5.6%
124	7420	DE DIEGO CMM ACY	6	N.A.	N.A.	N.A.	N.A.	57.1%	2.6%	20.5%	75.6%	1.3%	-1.0%	-1.0%	-1.0%	-1.0%
125	3120	DRUMMOND	6	4%	26%	22%	48%	59.3%	39.4%	1.3%	58.9%	0.4%	59.3%	22.2%	18.5%	.0%
126	4380	KOSCIUSZKO	6	8%	47%	19%	26%	57.9%	21.5%	0.9%	75.7%	1.9%	56.1%	10.5%	33.3%	0.0%
127	4840	MITCHELL	6	13%	33%	25%	29%	55.6%	31.8%	3.0%	64.8%	0.4%	50.0%	13.3%	33.3%	3.4%
128	5220	OTIS	6	3%	22%	42%	34%	53.3%	29.3%	1.3%	68.5%	0.9%	67.5%	12.5%	20.0%	0.0%
129	5330	PEABODY	6	0%	39%	53%	8%	44.7%	10.5%	20.0%	69.0%	0.5%	58.3%	25.0%	13.9%	2.8%
130	6460	PRITZKER	6	8%	17%	29%	46%	48.3%	6.7%	27.3%	66.0%	0.0%	54.3%	25.7%	17.1%	2.9%
131	6140	TALCOTT	6	12%	31%	39%	18%	50.7%	20.7%	2.6%	76.3%	0.4%	64.4%	20.5%	12.3%	2.8%
132	6281	VON HUMBOLDT BR	6	6%	21%	46%	27%	62.8%	7.1%	16.1%	76.5%	0.3%	60.9%	19.6%	16.3%	3.2%
133	7740	YATES UPPER *	6	3%	10%	41%	47%	57.6%	20.5%	3.7%	74.3%	1.5%	57.5%	25.0%	15.0%	2.5%
134	6620	CLARK MIDDLE	7	4%	37%	47%	12%	42.1%	0.0%	99.9%	0.1%	0.0%	41.6%	57.3%	0.0%	1.1%
135	6630	DOUGLASS MIDDLE	7	4%	44%	44%	7%	41.4%	0.2%	99.4%	0.5%	0.0%	40.0%	58.8%	0.0%	1.2%
136	3230	EMMET	7	16%	20%	48%	16%	54.5%	0.0%	100.0%	0.0%	0.0%	53.3%	46.7%	0.0%	0.0%
137	3240	ERICSON	7	5%	26%	55%	14%	46.8%	0.0%	100.0%	0.0%	0.0%	39.0%	61.0%	0.0%	0.0%

Table A-7a:
Teacher Experience and Other School Characteristics
Comparing 1977-78 and 1985-86, Chicago Public Schools

	UNIT	SCHOOL	DIST	TEACHER YEARS EXPERIENCE, 1978				CLASS OF 1982	STUDENTS RACE, 1978				TEACHERS RACE, 1978			
				Under One	One to Five	Six to Twelve	Over Twelve	DROPOUT RATE	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
138	7930	LAWRENCE *	7	0%	10%	72%	17%	47.3%	0.0%	100.0%	0.0%	0.0%	51.7%	48.3%	0.0%	0.0%
139	4670	MAY	7	4%	34%	51%	10%	52.9%	0.0%	100.0%	0.0%	0.0%	59.7%	37.3%	1.5%	1.5%
140	7190	MELODY	7	1%	31%	56%	11%	33.8%	0.0%	100.0%	0.0%	0.0%	51.4%	45.7%	0.0%	2.9%
141	5050	NASH	7	7%	42%	44%	7%	51.4%	1.9%	94.3%	3.8%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
142	7140	ROENTGEN ED/VC C	7	2%	15%	54%	29%	73.8%	0.0%	100.0%	0.0%	0.0%	55.0%	45.0%	0.0%	0.0%
143	6000	SPENCER	7	3%	24%	59%	14%	40.7%	0.0%	100.0%	0.0%	0.0%	55.3%	44.7%	0.0%	0.0%
144	8020	BETHUNE	8	1%	19%	71%	8%	48.6%	0.0%	100.0%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
145	2540	BURROUGHS	8	6%	28%	33%	33%	43.2%	77.5%	0.0%	21.4%	1.1%	66.7%	33.3%	0.0%	0.0%
146	2740	CHALMERS	8	10%	19%	59%	12%	45.5%	0.0%	100.0%	0.0%	0.0%	36.8%	63.2%	0.0%	0.0%
147	7610	COOPER UPP	8	5%	29%	37%	29%	50.0%	4.5%	1.6%	93.7%	0.2%	50.0%	31.0%	19.0%	0.0%
148	2970	DAVIS	8	5%	23%	14%	58%	50.9%	55.6%	0.0%	43.3%	1.1%	58.3%	33.3%	4.2%	4.2%
149	3260	EVERETT	8	0%	31%	44%	25%	22.2%	84.1%	0.0%	14.7%	1.2%	58.8%	41.2%	0.0%	0.0%
150	3690	GUNSAULUS ACDMY	8	15%	17%	44%	24%	40.5%	86.6%	0.0%	13.4%	0.0%	60.0%	40.0%	0.0%	0.0%
151	3900	HEDGES	8	0%	23%	40%	37%	54.8%	67.0%	0.3%	29.9%	2.8%	68.8%	18.8%	12.5%	0.0%
152	3980	HESS UPPER GRADE	8	2%	18%	52%	28%	50.2%	0.0%	100.0%	0.0%	0.0%	38.8%	61.2%	0.0%	0.0%
153	4520	LONGFELLOW *	8	3%	17%	29%	51%	36.8%	77.3%	0.0%	21.6%	1.1%	66.7%	33.3%	0.0%	0.0%
154	5430	PICKARD	8	3%	24%	45%	27%	51.7%	16.2%	0.0%	83.9%	0.0%	55.9%	26.5%	17.6%	0.0%
155	5450	PLAMONDON	8	25%	23%	39%	14%	62.5%	4.9%	17.0%	73.9%	4.2%	55.0%	25.0%	20.0%	0.0%
156	5480	POPE	8	13%	10%	47%	30%	34.3%	0.0%	98.0%	2.0%	0.0%	48.1%	51.9%	0.0%	0.0%
157	5860	SHEPHARD *	8	3%	19%	31%	47%	36.1%	0.0%	100.0%	0.0%	0.0%	44.8%	55.2%	0.0%	0.0%
158	5910	SHIELDS	8	2%	21%	42%	35%	54.7%	90.1%	1.0%	8.5%	0.4%	61.5%	34.6%	0.0%	3.9%
159	6020	SPRY *	8	0%	16%	69%	15%	36.6%	10.9%	2.7%	86.0%	0.4%	46.7%	50.0%	3.3%	.0%
160	7940	W GARFIELD PK *	8	13%	17%	53%	17%	55.0%	0.0%	100.0%	0.0%	0.0%	46.4%	50.0%	0.0%	3.6%
161	2400	BROWN	9	6%	18%	51%	25%	47.7%	0.0%	100.0%	0.0%	0.0%	40.5%	59.5%	0.0%	0.0%
162	6610	CALHOUN NO.	9	7%	22%	52%	19%	33.3%	0.0%	100.0%	0.0%	0.0%	62.2%	37.8%	0.0%	0.0%
163	6730	CATHER	9	3%	17%	60%	20%	46.9%	0.2%	99.8%	0.0%	0.0%	46.7%	50.0%	0.0%	3.3%
164	6740	DETT	9	0%	25%	69%	6%	18.9%	0.0%	100.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
165	3050	DODGE	9	12%	25%	38%	25%	52.5%	0.0%	100.0%	0.0%	0.0%	45.9%	51.4%	0.0%	2.7%
166	4640	FARADAY	9	6%	26%	51%	17%	44.3%	0.0%	100.0%	0.0%	0.0%	45.6%	54.4%	0.0%	0.0%
167	3540	GLADSTONE	9	3%	24%	38%	35%	51.9%	0.0%	100.0%	0.0%	0.0%	40.8%	59.2%	0.0%	0.0%
168	3610	GRANT	9	0%	23%	51%	26%	46.8%	0.0%	100.0%	0.0%	0.0%	41.4%	55.7%	0.0%	2.9%
169	3950	HERBERT	9	0%	15%	53%	33%	44.7%	1.1%	98.7%	0.0%	0.2%	40.7%	59.3%	0.0%	0.0%
170	4140	IRVING	9	10%	7%	24%	59%	40.7%	10.0%	25.7%	60.1%	4.2%	60.0%	30.0%	5.0%	5.0%
171	4790	JACKSON	9	5%	34%	25%	36%	30.0%	20.3%	2.7%	75.9%	1.1%	59.1%	31.8%	4.5%	4.6%
172	4190	JEFFERSON	9	7%	41%	10%	41%	54.5%	1.9%	84.7%	11.5%	1.9%	45.5%	54.5%	0.0%	0.0%
173	6920	JENSEN	9	3%	27%	55%	15%	30.2%	0.2%	99.8%	0.0%	0.0%	37.5%	62.5%	0.0%	0.0%
174	4310	KING	9	5%	18%	62%	15%	43.8%	1.6%	74.4%	23.8%	0.2%	56.4%	43.6%	0.0%	0.0%
175	7270	MCKINLEY ED/VC C	9	9%	17%	52%	22%	80.6%	0.0%	100.0%	0.0%	0.0%	45.5%	54.5%	0.0%	0.0%
176	4820	MEDILL INT/UPP	9	11%	14%	35%	39%	51.5%	0.0%	100.0%	0.0%	0.0%	34.4%	65.6%	0.0%	.0%
177	4060	MONTEFIORE -O	9	N.A.	N.A.	N.A.	N.A.	100.0%	25.0%	60.0%	15.0%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
178	5620	RIIS	9	11%	21%	50%	19%	41.2%	0.0%	99.8%	0.0%	0.2%	44.8%	55.2%	0.0%	0.0%
179	7814	SIMPSON LIV CTR	9	N.A.	N.A.	N.A.	N.A.	75.0%	0.0%	100.0%	0.0%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
180	5940	SKINNER	9	14%	27%	33%	25%	44.0%	16.2%	66.1%	16.8%	0.9%	45.5%	45.5%	0.0%	9.0%
181	5970	SMYTH	9	7%	11%	56%	26%	53.0%	0.0%	100.0%	0.0%	0.0%	36.7%	63.3%	0.0%	0.0%
182	5990	SPALDING ELM HAN	9	N.A.	N.A.	N.A.	N.A.	40.0%	30.0%	40.0%	30.0%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
183	6090	SUDER	9	7%	34%	39%	20%	53.6%	0.0%	100.0%	0.0%	0.0%	43.2%	56.8%	0.0%	0.0%
184	2420	BRYANT *	10	3%	17%	62%	18%	50.9%	0.0%	100.0%	0.0%	0.0%	46.7%	51.1%	0.0%	2.2%
185	2510	BURNS	10	11%	31%	41%	18%	51.3%	4.7%	2.1%	92.8%	0.4%	43.2%	27.0%	28.4%	1.4%
186	2910	CORKERY	10	8%	22%	62%	8%	38.5%	4.3%	69.3%	26.3%	0.1%	62.2%	35.1%	2.7%	.0%
187	2940	CROWN COMM ACDMY	10	8%	22%	62%	8%	36.7%	0.0%	100.0%	0.0%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
188	6760	DVORAK	10	1%	15%	71%	13%	48.5%	0.0%	100.0%	0.0%	0.0%	38.5%	61.5%	0.0%	0.0%
189	7780	FRAZIER	10	0%	16%	73%	10%	51.7%	0.0%	100.0%	0.0%	0.0%	45.0%	52.5%	0.0%	2.5%
190	3520	GARY	10	4%	26%	32%	38%	43.1%	18.1%	0.1%	81.5%	0.3%	51.7%	29.3%	19.0%	.0%
191	3660	GREGORY	10	7%	16%	55%	23%	32.1%	0.0%	100.0%	0.0%	0.0%	40.5%	59.5%	0.0%	0.0%
192	6570	HENSEN	10	3%	19%	51%	27%	47.8%	0.0%	100.0%	0.0%	0.0%	46.7%	53.3%	0.0%	0.0%
193	3970	HERZL	10	2%	14%	63%	21%	59.6%	0.0%	100.0%	0.0%	0.0%	51.8%	46.4%	0.0%	1.8%
194	7200	LAWLESS UPPER *	10	15%	15%	41%	29%	48.2%	0.0%	100.0%	0.0%	0.0%	34.4%	65.5%	0.0%	0.0%
195	4660	MASON	10	4%	31%	54%	12%	41.5%	0.0%	100.0%	0.0%	0.0%	54.5%	45.5%	0.0%	0.0%
196	4720	MCCORMICK	10	2%	45%	34%	19%	46.0%	6.7%	1.1%	91.8%	0.4%	53.4%	20.7%	25.9%	.0%
197	6930	PADEREWSKI	10	0%	24%	65%	11%	54.3%	0.0%	100.0%	0.0%	0.0%	58.3%	38.9%	0.0%	2.8%
198	5370	PENN	10	2%	9%	49%	40%	38.2%	0.3%	98.3%	1.4%	0.0%	50.9%	49.1%	0.0%	0.0%
199	6110	SUMNER	10	8%	28%	45%	19%	41.8%	0.1%	99.9%	0.0%	0.0%	48.1%	50.0%	0.0%	1.9%
200	6380	WEBSTER	10	11%	13%	61%	15%	41.5%	0.0%	99.8%	0.0%	0.2%	-1.0%	-1.0%	-1.0%	-1.0%
201	6440	WHITNEY	10	9%	27%	39%	26%	60.9%	32.6%	2.2%	65.2%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%

Table A-7a:
Teacher Experience and Other School Characteristics
Comparing 1977-78 and 1985-86, Chicago Public Schools

				TEACHER YEARS EXPERIENCE, 1978				CLASS OF 1982	STUDENTS RACE, 1978				TEACHERS RACE, 1978			
	UNIT	SCHOOL	DIST	Under One	One to Five	Six to Twelve	Over Twelve	DROPOUT RATE	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
202	2010	ABBOTT	11	0%	20%	37%	43%	40.4%	0.0%	100.0%	0.0%	0.0%	41.7%	58.3%	0.0%	0.0%
203	2070	ARMOUR	11	11%	12%	52%	26%	54.8%	65.9%	0.1%	33.1%	0.9%	65.5%	27.6%	6.9%	.0%
204	2100	ATTUCKS	11	7%	24%	47%	24%	53.6%	0.0%	100.0%	0.0%	0.0%	36.4%	63.6%	0.0%	0.0%
205	6790	DONOGHUE	11	0%	16%	53%	32%	42.1%	0.0%	100.0%	0.0%	0.0%	39.3%	60.7%	0.0%	0.0%
206	3070	DOOLITTLE INT/UP	11	3%	22%	41%	34%	38.2%	0.0%	100.0%	0.0%	0.0%	36.1%	61.1%	0.0%	2.8%
207	3090	DOUGLAS	11	6%	20%	34%	40%	55.1%	0.0%	99.9%	0.1%	0.0%	32.7%	67.3%	0.0%	0.0%
208	3100	DRAKE ED/VOC CTR	11	22%	30%	33%	15%	37.5%	0.0%	99.3%	0.2%	0.5%	45.7%	54.3%	0.0%	0.0%
209	7030	DRAKE EVOC	11	22%	30%	33%	15%	80.4%	0.7%	99.3%	0.0%	0.0%	38.5%	61.5%	0.0%	0.0%
210	8080	DRAKE, SO COMMON	11	7%	26%	39%	29%	42.3%	0.0%	96.2%	0.0%	3.8%	-1.0%	-1.0%	-1.0%	-1.0%
211	3650	GREENE	11	15%	24%	24%	38%	54.5%	71.4%	0.8%	27.7%	0.1%	62.5%	31.3%	6.3%	0.0%
212	3700	HAINES	11	9%	24%	48%	19%	23.4%	0.7%	63.0%	0.4%	35.9%	39.5%	34.9%	0.0%	25.6%
213	3880	HEALY	11	5%	15%	45%	34%	53.8%	65.2%	1.2%	33.1%	0.5%	64.0%	30.0%	2.0%	4.0%
214	4020	HOLDEN	11	6%	39%	36%	19%	42.9%	59.9%	5.6%	33.7%	0.8%	61.1%	33.3%	2.8%	2.8%
215	4220	JUDD *	11	10%	26%	26%	38%	35.3%	0.0%	100.0%	0.0%	0.0%	38.1%	61.9%	0.0%	0.0%
216	5140	OAKLAND *	11	N.A.	N.A.	N.A.	N.A.	26.5%	0.0%	97.1%	0.0%	2.9%	-1.0%	-1.0%	-1.0%	-1.0%
217	5400	PERSHING MAG	11	0%	30%	26%	43%	5.6%	2.6%	94.8%	0.7%	1.9%	46.2%	53.8%	0.0%	0.0%
218	6330	WARD	11	8%	30%	49%	13%	21.7%	14.5%	45.6%	26.6%	13.3%	51.6%	35.5%	0.0%	12.9%
219	6490	WILLIAMS	11	2%	19%	31%	49%	46.8%	0.0%	100.0%	0.0%	0.0%	37.3%	62.7%	0.0%	0.0%
220	5750	BONTEMPS	12	7%	31%	34%	28%	44.0%	0.0%	98.8%	1.1%	0.1%	45.5%	54.5%	0.0%	0.0%
221	2780	CHRISTOPHER	12	N.A.	N.A.	N.A.	N.A.	8.3%	0.0%	100.0%	0.0%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
222	2900	COPERNICUS	12	4%	19%	52%	26%	45.5%	0.4%	99.6%	0.0%	0.0%	37.9%	62.1%	0.0%	0.0%
223	3080	DORE	12	5%	7%	20%	68%	44.0%	96.9%	0.0%	2.1%	1.0%	64.0%	36.0%	0.0%	0.0%
224	3081	DORE BR	12	5%	7%	20%	68%	15.0%	95.0%	0.0%	5.0%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
225	3200	EDWARDS	12	10%	15%	44%	32%	19.4%	83.0%	1.3%	15.1%	0.6%	65.0%	25.0%	5.0%	5.0%
226	3681	FLEMING BR	12	0%	31%	44%	25%	21.1%	91.3%	0.0%	6.3%	2.4%	-1.0%	-1.0%	-1.0%	-1.0%
227	3450	FULTON	12	7%	9%	38%	46%	60.0%	43.0%	4.6%	47.3%	5.1%	57.1%	35.7%	7.1%	0.0%
228	3710	HALE	12	2%	27%	11%	61%	20.6%	91.1%	5.5%	2.6%	0.8%	65.5%	34.5%	0.0%	0.0%
229	3890	HEARST	12	3%	29%	54%	14%	32.6%	0.0%	100.0%	0.0%	0.0%	61.4%	38.6%	0.0%	0.0%
230	3920	HENDERSON	12	2%	42%	37%	18%	44.3%	0.2%	96.7%	3.0%	0.1%	45.5%	51.5%	1.5%	1.5%
231	4340	KINZIE UPP *	12	0%	21%	21%	59%	21.7%	94.4%	2.4%	2.8%	0.4%	62.5%	37.5%	0.0%	0.0%
232	4470	LIBBY	12	2%	43%	44%	11%	52.6%	5.5%	81.7%	11.0%	1.8%	34.8%	60.9%	4.3%	.0%
233	5090	NIGHTENGALE	12	0%	21%	38%	42%	30.8%	87.3%	0.0%	11.8%	0.9%	66.7%	25.9%	0.0%	7.4%
234	5310	PASTEUR	12	0%	23%	40%	37%	31.7%	96.9%	1.9%	1.2%	0.0%	61.1%	38.9%	0.0%	0.0%
235	5340	PECK	12	0%	9%	26%	65%	24.6%	96.5%	0.0%	2.0%	1.5%	66.7%	33.3%	0.0%	0.0%
236	5710	SAWYER	12	4%	20%	20%	55%	37.5%	89.7%	4.3%	6.0%	0.0%	63.6%	36.4%	0.0%	0.0%
237	5890	SHERMAN	12	6%	32%	51%	12%	48.4%	0.6%	87.0%	12.3%	0.1%	44.9%	46.4%	8.7%	.0%
238	6220	TONTI	12	4%	13%	22%	61%	24.0%	87.8%	3.0%	6.9%	2.3%	68.2%	31.8%	0.0%	.0%
239	6240	TWAIN	12	0%	18%	11%	71%	23.4%	90.7%	2.2%	4.8%	2.3%	63.3%	33.3%	0.0%	3.4%
240	2210	BEALE UPP *	13	13%	29%	46%	13%	49.3%	0.0%	100.0%	0.0%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
241	6540	BEETHOVEN	13	14%	14%	39%	33%	51.0%	0.0%	100.0%	0.0%	0.0%	39.2%	60.8%	0.0%	0.0%
242	2840	COLMAN	13	3%	14%	67%	17%	45.3%	0.0%	100.0%	0.0%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
243	8070	DYETT MIDDLE	13	11%	30%	41%	18%	48.1%	0.1%	99.9%	0.0%	0.0%	28.9%	71.1%	0.0%	.0%
244	5280	F PARKMAN	13	10%	19%	23%	48%	57.4%	0.0%	100.0%	0.0%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
245	3300	FARREN	13	11%	13%	48%	28%	50.5%	0.0%	100.0%	0.0%	0.0%	40.5%	59.5%	0.0%	0.0%
246	3600	GRAHAM, A	13	1%	12%	63%	24%	70.6%	89.7%	0.0%	10.3%	0.0%	60.5%	39.5%	0.0%	0.0%
247	3740	HAMLINE	13	16%	26%	38%	20%	64.7%	44.1%	0.0%	54.1%	1.8%	57.6%	30.3%	12.1%	.0%
248	3790	HARTIGAN	13	8%	13%	51%	28%	61.9%	0.0%	100.0%	0.0%	0.0%	42.1%	57.9%	0.0%	0.0%
249	3930	HENDRICKS	13	8%	24%	44%	24%	32.3%	0.0%	100.0%	0.0%	0.0%	46.2%	53.8%	0.0%	0.0%
250	4130	HOPE COMM ACDMY	13	7%	30%	42%	20%	39.7%	0.0%	99.8%	0.2%	0.0%	35.7%	63.3%	0.0%	1.0%
251	6820	MCCORKLE	13	3%	12%	54%	31%	43.6%	0.0%	100.0%	0.0%	0.0%	40.0%	60.0%	0.0%	0.0%
252	5650	ROSS	13	2%	21%	42%	35%	53.2%	0.0%	100.0%	0.0%	0.0%	38.7%	61.3%	0.0%	0.0%
253	5820	SEWARD	13	2%	39%	30%	30%	37.3%	13.1%	0.0%	86.6%	0.3%	56.3%	15.6%	26.6%	1.5%
254	6840	TERRELL	13	6%	15%	47%	31%	54.3%	0.0%	100.0%	0.0%	0.0%	41.7%	58.3%	0.0%	0.0%
255	7811	BOUSFIELD SP	14	N.A.	N.A.	N.A.	N.A.	96.6%	3.4%	93.1%	3.4%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
256	6890	DUMAS	14	12%	19%	20%	48%	52.5%	0.0%	100.0%	0.0%	0.0%	40.0%	60.0%	0.0%	0.0%
257	3310	FELSENTHAL *	14	7%	13%	39%	41%	46.2%	0.0%	100.0%	0.0%	0.0%	31.0%	69.0%	0.0%	0.0%
258	3320	FERMI	14	4%	21%	41%	34%	36.4%	0.0%	100.0%	0.0%	0.0%	43.8%	56.3%	0.0%	0.0%
259	3360	FISKE	14	0%	12%	21%	68%	37.8%	0.0%	100.0%	0.0%	0.0%	38.9%	61.1%	0.0%	0.0%
260	3440	FULLER	14	0%	27%	24%	49%	34.8%	0.0%	100.0%	0.0%	0.0%	42.3%	57.7%	0.0%	0.0%
261	3780	HARTE	14	2%	14%	42%	42%	21.9%	34.4%	59.0%	1.4%	5.2%	54.5%	45.5%	0.0%	0.0%
262	4390	KOZMINSKI ACDMY	14	5%	31%	31%	34%	37.7%	0.2%	99.8%	0.0%	0.0%	34.5%	65.5%	0.0%	0.0%
263	4740	MCCOSH	14	5%	12%	41%	42%	52.6%	0.0%	99.9%	0.0%	0.1%	35.0%	65.0%	0.0%	0.0%
264	6950	MOLLISON	14	4%	22%	27%	47%	46.7%	0.0%	100.0%	0.0%	0.0%	43.5%	56.5%	0.0%	0.0%
265	7700	OAKENWALD SO.I/U	14	9%	7%	44%	40%	42.3%	0.8%	99.2%	0.0%	0.0%	30.4%	67.4%	0.0%	2.2%

Table A-7a:
Teacher Experience and Other School Characteristics
Comparing 1977-78 and 1985-86, Chicago Public Schools

				TEACHER YEARS EXPERIENCE, 1978				CLASS OF 1982	STUDENTS RACE, 1978				TEACHERS RACE, 1978			
	UNIT	SCHOOL	DIST	Under One	One to Five	Six to Twelve	Over Twelve	DROPOUT RATE	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
266	6810	PRICE	14	5%	14%	33%	48%	52.5%	0.5%	99.5%	0.0%	0.0%	30.2%	69.8%	0.0%	.0%
267	5560	RAY	14	5%	33%	28%	35%	20.8%	40.1%	49.4%	3.0%	7.5%	45.0%	50.0%	0.0%	5.0%
268	5810	SCOTT *	14	10%	24%	31%	34%	38.9%	0.0%	100.0%	0.0%	0.0%	36.4%	63.6%	0.0%	0.0%
269	5830	SEXTON	14	4%	21%	36%	39%	41.2%	0.0%	100.0%	0.0%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
270	5850	SHAKESPEARE	14	6%	3%	29%	61%	56.7%	0.0%	100.0%	0.0%	0.0%	41.9%	58.1%	0.0%	0.0%
271	7813	TUBMAN LIV CTR	14	N.A.	N.A.	N.A.	N.A.	65.0%	0.0%	100.0%	0.0%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
272	7730	WADSWORTH *	14	0%	41%	21%	38%	57.7%	0.0%	100.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
273	4260	WIRTH EXPER	14	4%	25%	50%	21%	21.8%	6.8%	92.2%	0.2%	0.8%	41.7%	58.3%	0.0%	0.0%
274	7750	WOODSON NO.	14	8%	23%	43%	28%	48.6%	0.0%	100.0%	0.0%	0.0%	34.1%	63.4%	0.0%	2.5%
275	33[illegible]0	[illegible]	14	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.0%	100.0%	0.0%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
276	2050	ALTGELD	15	0%	16%	67%	16%	45.5%	0.0%	100.0%	0.0%	0.0%	41.8%	58.2%	0.0%	0.0%
277	2170	BARTON	15	2%	38%	38%	22%	46.3%	0.0%	100.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
278	6830	BUNCHE	15	7%	47%	29%	18%	46.5%	0.0%	99.9%	0.1%	0.0%	36.4%	63.6%	0.0%	0.0%
279	2650	CARROLL	15	2%	20%	24%	53%	14.9%	96.0%	0.0%	3.2%	0.8%	57.7%	42.3%	0.0%	0.0%
280	2980	DAWES	15	3%	13%	18%	68%	6.4%	96.3%	0.0%	3.0%	0.7%	64.3%	35.7%	0.0%	0.0%
281	3130	EARLE	15	0%	26%	67%	7%	51.7%	0.1%	99.9%	0.0%	0.0%	59.7%	40.3%	0.0%	0.0%
282	3140	EBERHART	15	0%	22%	33%	44%	28.1%	94.8%	0.0%	3.7%	1.5%	59.3%	40.7%	0.0%	0.0%
283	3430	FOSTER PARK	15	0%	27%	49%	24%	31.3%	0.2%	99.8%	0.0%	0.0%	40.5%	57.1%	0.0%	2.4%
284	4120	HURLEY	15	3%	19%	16%	63%	12.1%	90.4%	5.3%	3.7%	0.6%	58.8%	41.2%	0.0%	0.0%
285	2330	JOPLIN	15	0%	49%	43%	8%	38.3%	0.0%	100.0%	0.0%	0.0%	39.5%	60.5%	0.0%	0.0%
286	7170	LEE	15	0%	20%	28%	51%	51.9%	89.5%	6.9%	3.4%	0.2%	64.3%	35.7%	0.0%	0.0%
287	4620	MARQUETTE	15	12%	17%	31%	40%	50.0%	79.8%	9.5%	10.4%	0.3%	57.7%	38.5%	0.0%	3.8%
288	4760	MCKAY	15	0%	22%	30%	48%	44.7%	46.4%	37.4%	13.9%	2.3%	65.2%	30.4%	0.0%	4.4%
289	4880	MORRILL	15	2%	41%	22%	34%	47.4%	79.8%	3.6%	15.6%	1.0%	67.5%	32.5%	0.0%	0.0%
290	5230	O'TOOLE	15	1%	39%	55%	6%	51.3%	0.4%	98.8%	0.5%	0.3%	50.7%	47.8%	0.0%	1.5%
291	5240	OWEN	15	0%	16%	32%	52%	21.1%	91.5%	6.0%	1.3%	1.2%	52.9%	47.1%	0.0%	0.0%
292	6030	STEVENSON	15	0%	16%	8%	76%	12.6%	84.9%	13.8%	0.5%	0.8%	75.0%	25.0%	0.0%	0.0%
293	6550	BOND	16	3%	20%	53%	2%	41.7%	0.0%	100.0%	0.0%	0.0%	39.0%	61.0%	0.0%	0.0%
294	4460	CHAPMAN *	16	N.A.	N.A.	N.A.	N.A.	52.2%	0.0%	100.0%	0.0%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
295	2860	COOK	16	6%	28%	49%	17%	35.6%	0.0%	100.0%	0.0%	0.0%	40.0%	60.0%	0.0%	0.0%
296	5270	F PARKER CMM ACY	16	6%	23%	31%	40%	55.6%	0.0%	98.6%	0.0%	1.4%	-1.0%	-1.0%	-1.0%	-1.0%
297	7080	GERSHWIN	16	1%	19%	53%	28%	39.0%	0.0%	100.0%	0.0%	0.0%	42.5%	57.5%	0.0%	0.0%
298	5160	GOETHALS ED/VOC	16	16%	16%	26%	42%	68.7%	0.0%	99.5%	0.4%	0.1%	38.1%	61.9%	0.0%	0.0%
299	7050	GUGGENHEIM	16	5%	16%	52%	27%	50.0%	0.0%	100.0%	0.0%	0.0%	39.0%	61.0%	0.0%	0.0%
300	4040	HOOKWAY *	16	3%	10%	21%	67%	35.6%	0.0%	100.0%	0.0%	0.0%	42.1%	57.9%	0.0%	0.0%
301	6580	LOW UPP/MIDD	16	3%	15%	45%	36%	49.7%	0.0%	100.0%	0.0%	0.0%	34.4%	65.6%	0.0%	.0%
302	6870	REED	16	8%	5%	54%	32%	50.0%	0.0%	100.0%	0.0%	0.0%	40.0%	60.0%	0.0%	0.0%
303	7760	STAGG	16	16%	11%	33%	40%	46.7%	0.0%	100.0%	0.0%	0.0%	41.7%	58.3%	0.0%	0.0%
304	6390	WENTWORTH	16	4%	31%	42%	23%	42.1%	0.0%	100.0%	0.0%	0.0%	43.9%	54.4%	0.0%	1.7%
305	7260	WESCOTT	16	9%	15%	28%	48%	39.3%	0.0%	100.0%	0.0%	0.0%	41.0%	59.0%	0.0%	0.0%
306	2130	AVALON PARK	17	3%	19%	37%	41%	33.3%	0.0%	100.0%	0.0%	0.0%	40.5%	59.5%	0.0%	0.0%
307	2340	BRADWELL	17	9%	20%	57%	13%	49.5%	0.5%	99.3%	0.2%	0.0%	38.0%	62.0%	0.0%	0.0%
308	2430	BRYN MAWR	17	13%	27%	39%	20%	42.0%	0.3%	99.4%	0.2%	0.1%	36.9%	63.1%	0.0%	0.0%
309	2580	CALDWELL	17	5%	14%	46%	34%	45.1%	0.0%	100.0%	0.0%	0.0%	39.1%	60.9%	0.0%	0.0%
310	2830	COLES	17	9%	26%	48%	17%	50.5%	1.0%	90.9%	8.1%	0.0%	41.3%	58.7%	0.0%	0.0%
311	2920	CORNELL *	17	0%	13%	32%	55%	33.3%	0.6%	98.8%	0.7%	0.0%	37.5%	62.5%	0.0%	0.0%
312	3010	DENEEN	17	6%	21%	35%	38%	39.3%	0.0%	100.0%	0.0%	0.0%	39.4%	60.6%	0.0%	0.0%
313	3040	DIXON	17	3%	22%	34%	41%	16.9%	0.0%	100.0%	0.0%	0.0%	41.9%	54.8%	3.2%	0.1%
314	4570	MADISON -O	17	12%	10%	49%	29%	29.2%	0.0%	100.0%	0.0%	0.0%	39.5%	60.5%	0.0%	0.0%
315	4610	MANN	17	3%	28%	48%	21%	35.6%	0.2%	99.6%	0.2%	0.0%	41.0%	59.0%	0.0%	0.0%
316	5060	NEIL	17	5%	19%	19%	57%	40.0%	0.0%	99.4%	0.6%	0.0%	33.3%	66.7%	0.0%	0.0%
317	5180	O'KEEFE	17	5%	27%	49%	19%	50.0%	0.1%	99.9%	0.0%	0.0%	35.9%	64.1%	0.0%	.0%
318	5290	PARK MANOR	17	5%	23%	26%	47%	32.0%	0.0%	100.0%	0.0%	0.0%	45.5%	54.5%	0.0%	0.0%
319	5300	PARKSIDE CMM ACY	17	5%	21%	56%	19%	51.9%	0.0%	100.0%	0.0%	0.0%	40.0%	57.5%	0.0%	2.5%
320	7010	POWELL	17	10%	24%	41%	25%	37.9%	0.6%	97.8%	1.4%	0.2%	43.2%	56.8%	0.0%	0.0%
321	5610	REVERE	17	7%	10%	39%	44%	52.1%	0.1%	99.6%	0.3%	0.0%	40.0%	60.0%	0.0%	0.0%
322	5660	RUGGLES	17	4%	14%	29%	54%	38.2%	0.2%	99.8%	0.0%	0.0%	42.9%	57.1%	0.0%	0.0%
323	6900	SBARBARO	17	3%	10%	51%	36%	39.7%	0.5%	99.3%	0.1%	0.1%	38.9%	61.1%	0.0%	0.0%
324	6100	SULLIVAN	17	6%	29%	38%	27%	34.8%	7.7%	19.4%	72.6%	0.3%	42.3%	34.6%	21.2%	1.9%
325	2150	BARNARD	18	0%	24%	20%	56%	13.6%	14.8%	84.6%	0.2%	0.4%	50.0%	50.0%	0.0%	0.0%
326	2360	BRENAN	18	2%	29%	58%	12%	39.5%	0.2%	99.4%	0.4%	0.0%	41.9%	58.1%	0.0%	0.0%
327	2820	CLISSOLD	18	0%	17%	21%	62%	22.5%	86.4%	12.3%	0.6%	0.7%	65.5%	34.5%	0.0%	0.0%
328	3250	ESMOND	18	2%	26%	52%	20%	35.0%	0.5%	99.3%	0.2%	0.0%	45.7%	54.3%	0.0%	0.0%
329	7990	EVERS	18	6%	13%	25%	56%	32.9%	0.0%	98.5%	1.5%	0.0%	36.4%	63.6%	0.0%	0.0%

Table A-7a:
Teacher Experience and Other School Characteristics
Comparing 1977-78 and 1985-86, Chicago Public Schools

				TEACHER YEARS EXPERIENCE, 1978				CLASS OF 1982	STUDENTS RACE, 1978				TEACHERS RACE, 1978			
	UNIT	SCHOOL	DIST	Under One	One to Five	Six to Twelve	Over Twelve	DROPOUT RATE	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
330	3330	FERNWOOD	18	8%	8%	42%	42%	35.8%	0.1%	99.7%	0.1%	0.1%	29.4%	67.6%	0.0%	3.0%
331	3400	FORT DEARBORN	18	2%	16%	60%	22%	45.0%	0.0%	100.0%	0.0%	0.0%	40.0%	60.0%	0.0%	0.0%
332	5420	GARVEY	18	7%	33%	30%	30%	25.3%	0.0%	100.0%	0.0%	0.0%	40.6%	59.4%	0.0%	0.0%
333	4410	GREEN	18	4%	30%	47%	19%	40.0%	0.0%	100.0%	0.0%	0.0%	38.5%	61.5%	0.0%	0.0%
334	3670	GRESHAM	18	8%	8%	63%	23%	41.0%	0.0%	100.0%	0.0%	0.0%	43.6%	56.4%	0.0%	0.0%
335	7210	HIGGINS CMM ACDY	18	4%	24%	24%	48%	45.1%	0.0%	99.7%	0.0%	0.3%	36.0%	60.0%	4.0%	0.0%
336	8090	JACKSON, M	18	5%	32%	45%	18%	22.9%	1.0%	97.4%	1.5%	0.1%	40.4%	59.6%	0.0%	0.0%
337	4240	KELLOGG	18	9%	35%	30%	26%	10.5%	57.9%	79.3%	19.9%	0.4%	58.3%	41.7%	0.0%	0.0%
338	4350	KIPLING	18	0%	11%	34%	55%	25.0%	0.4%	99.5%	0.2%	0.0%	41.7%	58.3%	0.0%	0.0%
339	4830	MORGAN	18	6%	14%	35%	44%	47.5%	0.0%	100.0%	0.0%	0.0%	40.0%	60.0%	0.0%	0.0%
340	4940	MOUNT GREENWOOD	18	7%	21%	3%	69%	36.0%	89.7%	9.6%	0.7%	0.7%	67.9%	32.1%	0.0%	.0%
341	4980	MOUNT VERNON	18	0%	11%	29%	60%	30.5%	0.0%	100.0%	0.0%	0.0%	42.9%	57.1%	0.0%	0.0%
342	5040	NANSEN	18	0%	40%	43%	17%	36.0%	0.1%	99.7%	0.2%	0.0%	45.7%	54.3%	0.0%	0.0%
343	5670	RYDER	18	12%	13%	42%	33%	42.9%	0.0%	100.0%	0.0%	0.0%	39.4%	60.6%	0.0%	0.0%
344	5930	SHOOP	18	2%	10%	32%	55%	37.8%	0.0%	99.9%	0.1%	0.0%	31.1%	68.9%	0.0%	.0%
345	6120	SUTHERLAND	18	0%	9%	22%	70%	0.0%	93.6%	3.6%	2.1%	0.7%	65.2%	34.8%	0.0%	0.0%
346	6250	VANDERPOEL MAG	18	0%	8%	63%	29%	29.7%	21.9%	76.6%	1.6%	0.0%	45.8%	54.2%	0.0%	0.0%
347	6400	W. PULLMAN	18	1%	39%	35%	25%	52.2%	0.6%	97.5%	1.9%	0.0%	37.9%	60.9%	1.1%	0.0%
348	8030	WACKER	18	0%	21%	21%	58%	21.1%	0.0%	100.0%	0.0%	0.0%	31.6%	68.4%	0.0%	.0%
349	6420	WHISTLER	18	3%	26%	34%	37%	33.8%	0.4%	99.3%	0.4%	0.0%	48.6%	51.4%	0.0%	0.0%
350	6402	WHITE BR. W PULL	18	1%	39%	35%	25%	47.8%	1.2%	93.2%	5.6%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
351	2020	ADDAMS	19	0%	8%	31%	62%	14.0%	90.0%	0.0%	8.6%	1.4%	65.0%	35.0%	0.0%	0.0%
352	2280	BENNETT	19	4%	4%	36%	56%	27.4%	0.0%	100.0%	0.0%	0.0%	-1.0%	-1.0%	-1.0%	-1.0%
353	7860	BLACK MAG	19	0%	6%	37%	57%	17.6%	31.8%	51.8%	9.8%	6.6%	48.0%	52.0%	0.0%	0.0%
354	2390	BRIGHT	19	3%	41%	30%	26%	38.5%	13.6%	11.1%	75.2%	0.1%	51.6%	38.7%	9.7%	.0%
355	2520	BURNSIDE ACDMY	19	11%	24%	24%	41%	39.1%	0.0%	99.9%	0.1%	0.0%	40.5%	56.8%	0.0%	2.7%
356	3490	GALLISTEL LG ACY	19	0%	13%	45%	42%	29.2%	85.7%	2.9%	11.3%	0.1%	57.1%	42.9%	0.0%	0.0%
357	7660	GILLESPIE UPPER	19	14%	10%	33%	53%	29.8%	0.0%	100.0%	0.0%	0.0%	40.0%	60.0%	0.0%	0.0%
358	4550	LUELLA	19	10%	13%	53%	25%	37.5%	0.1%	99.0%	0.7%	0.2%	37.8%	62.2%	0.0%	0.0%
359	4630	MARSH	19	6%	14%	23%	57%	42.3%	47.6%	0.0%	52.4%	0.0%	57.9%	36.8%	5.3%	.0%
360	5380	PERRY	19	0%	30%	45%	24%	37.7%	1.2%	96.1%	2.7%	0.0%	40.0%	60.0%	0.0%	0.0%
361	5950	SCHMID	19	16%	27%	49%	9%	40.0%	0.2%	98.8%	1.0%	0.0%	36.4%	63.6%	0.0%	0.0%
362	2281	SHEDD BR	19	4%	4%	36%	56%	40.0%	0.0%	93.3%	0.0%	6.7%	-1.0%	-1.0%	-1.0%	-1.0%
363	5880	SHERIDAN	19	4%	26%	28%	41%	31.1%	2.6%	5.9%	91.4%	0.1%	63.2%	17.9%	17.9%	1.0%
364	3870	SMITH	19	2%	16%	39%	43%	37.4%	0.0%	98.8%	1.2%	0.0%	36.4%	63.6%	0.0%	0.0%
365	6150	TAYLOR	19	4%	29%	33%	33%	51.7%	63.3%	7.9%	28.7%	0.1%	54.2%	33.3%	12.5%	0.0%
366	6180	THORP	19	0%	14%	25%	61%	38.2%	86.2%	10.8%	1.8%	1.2%	78.6%	21.4%	0.0%	.0%
367	7630	THORP ED/VOC CTR	19	10%	21%	34%	34%	59.4%	0.0%	92.3%	7.7%	0.0%	44.4%	50.0%	5.6%	.0%
368	6350	WARREN	19	6%	20%	44%	30%	36.0%	0.0%	98.5%	1.5%	0.0%	40.0%	60.0%	0.0%	0.0%
369	2700	CARVER MIDD	20	5%	30%	43%	22%	51.0%	0.0%	100.0%	0.0%	0.0%	35.1%	64.9%	0.0%	.0%
370	2790	CLAY	20	2%	7%	18%	73%	20.4%	88.4%	5.9%	5.7%	0.0%	66.7%	33.3%	0.0%	0.0%
371	4100	CULLEN	20	5%	32%	59%	3%	23.3%	0.0%	100.0%	0.0%	0.0%	36.8%	63.2%	0.0%	0.0%
372	3160	CURTIS	20	16%	26%	47%	11%	54.9%	0.2%	99.0%	0.8%	0.0%	38.1%	59.5%	0.0%	2.4%
373	8010	DUBOIS	20	1%	21%	62%	16%	33.8%	0.5%	98.9%	0.5%	0.1%	41.9%	58.1%	0.0%	0.0%
374	6050	DUNNE	20	7%	32%	41%	20%	26.8%	0.0%	99.9%	0.1%	0.0%	40.0%	60.0%	0.0%	0.0%
375	3570	GOMPERS	20	4%	51%	23%	22%	42.9%	0.0%	100.0%	0.0%	0.0%	42.2%	57.8%	0.0%	0.0%
376	3580	GRISSOM	20	0%	21%	32%	47%	7.7%	84.6%	1.7%	10.5%	3.2%	63.2%	36.8%	0.0%	0.0%
377	4360	KOHN	20	5%	33%	44%	17%	32.7%	0.0%	99.4%	0.3%	0.3%	39.7%	60.3%	0.0%	0.0%
378	5530	PULLMAN	20	0%	29%	46%	25%	38.5%	9.7%	77.5%	12.8%	0.0%	46.9%	46.9%	6.3%	0.0%
379	5740	SCANLAN	20	2%	42%	43%	14%	45.2%	0.1%	98.5%	1.3%	0.1%	42.4%	57.6%	0.0%	0.0%
380	6260	VON VLISSINGEN	20	5%	26%	54%	14%	55.1%	0.1%	99.9%	0.0%	0.0%	42.1%	57.9%	0.0%	0.0%
381	6360	WASHINGTON SCH	20	0%	17%	19%	64%	13.8%	89.2%	7.2%	3.6%	0.0%	63.6%	36.4%	0.0%	0.0%

Table A-7b:
Teacher Experience and Other School Characteristics
Comparing 1977-78 and 1985-86, Chicago Public Schools

	UNIT	SCHOOL	DIST	TEACHER YEARS EXPERIENCE, 1986				CHANGE OVER 12 EXPER	STUDENTS RACE, 1986				TEACHERS RACE, 1986			
				Under One	One to Five	Six to Twelve	Over Twelve		PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
1	2190	BATEMAN	1	2.5%	25.0%	25.0%	47.5%	-7.5%	39.8%	1.4%	39.0%	19.8%	50.0%	27.0%	16.0%	6.0%
2	2240	BEAUBIAN	1	4.3%	21.7%	17.4%	56.5%	2.5%	48.6%	20.8%	25.0%	5.7%	65.0%	26.0%	4.0%	4.0%
3	2260	BELDING	1	0.0%	9.1%	18.2%	72.7%	7.7%	54.1%	10.7%	20.6%	14.6%	59.0%	33.0%	3.0%	3.0%
4	2380	BRIDGE	1	0.0%	10.5%	15.8%	73.7%	1.7%	63.1%	26.9%	7.5%	2.5%	63.0%	31.0%	4.0%	0.0%
5	2440	BUDLONG	1	2.9%	22.9%	31.4%	42.9%	-7.1%	60.1%	9.7%	15.9%	14.3%	62.0%	27.0%	5.0%	5.0%
6	2620	CANTY	1	0.0%	23.8%	33.3%	42.9%	-23.1%	61.3%	29.6%	8.3%	0.9%	73.0%	21.0%	4.0%	0.0%
7	2800	CLEVELAND	1	3.2%	12.9%	25.8%	58.1%	18.1%	58.3%	5.7%	27.2%	8.8%	64.0%	32.0%	0.0%	3.0%
8	2950	DIRKSEN	1	0.0%	15.4%	19.2%	65.4%	0.4%	51.0%	24.4%	16.4%	8.2%	65.0%	26.0%	0.0%	7.0%
9	3150	EBINGER	1	0.0%	26.3%	15.8%	57.9%	-21.1%	42.9%	11.0%	45.1%	1.2%	61.0%	27.0%	5.0%	5.0%
10	3170	EDGEBROOK	1	0.0%	30.8%	23.1%	46.2%	-11.8%	56.2%	20.4%	4.0%	19.5%	57.0%	28.0%	7.0%	7.0%
11	3180	EDISON *	1	ERR	ERR	ERR	ERR	ERR	41.0%	24.0%	15.1%	19.4%	58.0%	29.0%	0.0%	11.0%
12	3280	FARNSWORTH	1	0.0%	37.5%	25.0%	37.5%	-21.5%	63.6%	17.7%	14.2%	4.5%	62.0%	33.0%	0.0%	3.0%
13	3510	GARVEY	1	0.0%	6.3%	31.3%	62.5%	-6.5%	65.5%	25.2%	4.3%	5.0%	64.0%	29.0%	0.0%	5.0%
14	3810	HAUGEN	1	5.1%	11.9%	23.7%	59.3%	22.3%	41.9%	3.2%	31.2%	23.7%	53.0%	35.0%	6.0%	5.0%
15	3940	HENRY	1	7.1%	3.6%	32.1%	57.1%	4.1%	47.5%	3.1%	39.1%	10.4%	53.0%	34.0%	9.0%	3.0%
16	4010	HITCH	1	0.0%	20.0%	25.0%	55.0%	0.0%	55.6%	26.0%	15.7%	2.7%	52.0%	42.0%	4.0%	0.0%
17	5020	MURPHY	1	4.3%	13.0%	21.7%	60.9%	0.9%	51.9%	10.2%	30.0%	7.9%	52.0%	47.0%	0.0%	0.0%
18	5120	NORWOOD PARK	1	11.1%	22.2%	11.1%	55.6%	-20.4%	50.8%	7.0%	39.0%	3.2%	50.0%	35.0%	14.0%	0.0%
19	5190	ONAHAM	1	5.6%	5.6%	44.4%	44.4%	-16.6%	61.0%	14.0%	3.8%	21.1%	50.0%	27.0%	0.0%	22.0%
20	5200	ORIOLE PARK	1	13.3%	33.3%	13.3%	40.0%	-27.0%	44.6%	24.4%	29.0%	2.1%	71.0%	7.0%	7.0%	14.0%
21	5260	PALMER	1	0.0%	5.0%	25.0%	70.0%	17.0%	54.3%	2.6%	31.1%	12.0%	54.0%	36.0%	9.0%	0.0%
22	5410	PETERSON	1	5.7%	17.1%	22.9%	54.3%	0.3%	48.9%	4.4%	12.2%	34.5%	58.0%	27.0%	2.0%	11.0%
23	5490	PORTAGE PARK	1	0.0%	20.7%	3.4%	75.9%	10.9%	56.8%	28.9%	9.7%	4.5%	60.0%	25.0%	7.0%	6.0%
24	5510	PRUSSING	1	13.0%	17.4%	34.8%	34.8%	-19.2%	51.9%	20.3%	27.0%	0.9%	60.0%	35.0%	5.0%	0.0%
25	5690	SAUGANASH	1	0.0%	23.1%	30.8%	46.2%	-3.8%	48.4%	13.2%	31.4%	7.0%	62.0%	31.0%	6.0%	0.0%
26	5960	SMYSER	1	5.6%	16.7%	33.3%	44.4%	-22.6%	61.9%	24.1%	9.8%	4.2%	50.0%	40.0%	4.0%	4.0%
27	5980	SOLOMON	1	4.8%	23.8%	28.6%	42.9%	-2.1%	53.4%	20.6%	6.3%	19.7%	61.0%	38.0%	0.0%	0.0%
28	6190	THORP ACDMY	1	0.0%	17.1%	22.9%	60.0%	35.0%	33.7%	53.4%	8.2%	4.7%	0.0%	0.0%	0.0%	0.0%
29	6270	VOLTA	1	3.1%	0.0%	28.1%	68.8%	29.8%	41.8%	3.0%	22.9%	33.3%	53.0%	28.0%	9.0%	9.0%
30	6290	VON STEUBEN IN\UP	1	0.0%	0.0%	30.8%	69.2%	14.2%	32.8%	2.6%	31.0%	33.6%	68.0%	31.0%	0.0%	0.0%
31	6370	WATERS	1	0.0%	3.8%	30.8%	65.4%	17.4%	39.6%	4.5%	33.9%	22.1%	50.0%	26.0%	6.0%	16.0%
32	6470	WILDWOOD	1	0.0%	14.3%	28.6%	57.1%	7.1%	67.3%	13.5%	14.8%	4.5%	77.0%	11.0%	11.0%	0.0%
33	4590	ARAI	2	1.8%	3.5%	33.3%	61.4%	44.4%	10.7%	45.0%	21.0%	23.2%	49.0%	36.0%	3.0%	10.0%
34	2080	ARMSTRONG	2	0.0%	16.1%	32.3%	51.6%	-9.4%	34.9%	35.5%	15.5%	14.1%	58.0%	33.0%	2.0%	5.0%
35	2320	BOONE	2	2.8%	16.7%	25.0%	55.6%	10.6%	57.9%	9.8%	12.8%	19.5%	61.0%	29.0%	0.0%	8.0%
36	2750	CHAPPELL	2	4.5%	18.2%	9.1%	68.2%	16.2%	50.0%	2.2%	38.5%	9.3%	643.0%	28.0%	8.0%	0.0%
37	2810	CLINTON	2	5.3%	2.6%	39.5%	52.6%	0.6%	59.7%	2.7%	10.4%	27.1%	52.0%	34.0%	4.0%	8.0%
38	8000	DISNEY MAGNET	2	0.0%	11.9%	42.6%	45.5%	27.5%	28.6%	32.5%	29.9%	9.3%	51.0%	41.0%	3.0%	1.0%
39	3350	FIELD	2	0.0%	9.5%	31.0%	59.5%	14.5%	21.3%	39.7%	27.6%	11.3%	56.0%	34.0%	4.0%	4.0%
40	3480	GALE COMM ACDMY	2	0.0%	17.4%	30.4%	52.2%	12.2%	10.0%	52.0%	34.0%	3.9%	60.0%	24.0%	10.0%	6.0%
41	3590	GOUDY	2	5.4%	0.0%	35.1%	59.5%	30.5%	9.3%	35.2%	34.9%	20.5%	53.0%	23.0%	10.0%	12.0%
42	2730	GREELEY *	2						16.8%	16.2%	65.3%	2.7%	52.0%	20.0%	14.0%	11.0%
43	3850	HAYT	2	8.8%	2.9%	29.4%	58.8%	23.8%	38.6%	16.0%	19.0%	26.4%	62.0%	21.0%	2.0%	13.0%
44	4180	JAMIESON	2	2.9%	5.9%	38.2%	52.9%	10.9%	56.8%	7.5%	11.6%	24.2%	60.0%	31.0%	0.0%	7.0%
45	4300	KILMER	2	2.5%	10.0%	22.5%	65.0%	21.0%	30.8%	24.9%	29.2%	15.1%	67.0%	22.0%	5.0%	5.0%
46	4800	MCPHERSON	2	6.5%	15.2%	26.1%	52.2%	20.2%	29.9%	6.3%	50.8%	13.1%	63.0%	14.0%	12.0%	10.0%
47	5360	PEIRCE	2	2.6%	15.8%	31.6%	50.0%	1.0%	22.5%	11.4%	49.2%	16.9%	57.0%	21.0%	11.0%	9.0%
48	5630	ROGERS	2	0.0%	2.9%	31.4%	65.7%	17.7%	46.8%	22.7%	10.8%	19.7%	60.0%	30.0%	0.0%	9.0%
49	6070	STONE ACDMY	2	2.8%	5.6%	30.6%	61.1%	15.1%	36.7%	21.6%	9.9%	31.6%	61.0%	30.0%	0.0%	8.0%
50	6130	SWIFT	2	0.0%	8.6%	31.4%	60.0%	16.0%	10.3%	66.2%	8.7%	14.8%	56.0%	31.0%	2.0%	9.0%
51	6230	TRUMBULL	2	2.5%	17.5%	20.0%	60.0%	18.0%	33.7%	10.2%	33.3%	22.9%	58.0%	26.0%	2.0%	12.0%
52	2030	AGGASIZ	3	8.3%	37.5%	25.0%	29.2%	-10.8%	28.2%	14.9%	53.7%	3.3%	50.0%	23.0%	19.0%	7.0%
53	2040	ALCOTT	3	0.0%	17.6%	29.4%	52.9%	5.9%	26.8%	32.5%	36.1%	4.5%	55.0%	36.0%	5.0%	2.0%
54	2110	AUDUBON	3	0.0%	7.4%	25.9%	66.7%	27.7%	45.0%	1.4%	48.4%	5.3%	53.0%	26.0%	16.0%	3.0%
55	2270	BELL	3	0.0%	19.7%	25.0%	55.3%	20.3%	49.2%	12.4%	22.9%	15.4%	73.0%	17.0%	1.0%	7.0%
56	2300	BLAINE *	3	0.0%	10.0%	30.0%	60.0%	29.0%	26.8%	10.1%	58.6%	4.5%	63.0%	12.0%	18.0%	6.0%
57	2470	BURLEY	3	7.1%	10.7%	25.0%	57.1%	32.1%	36.4%	2.3%	57.5%	3.7%	53.0%	21.0%	17.0%	7.0%
58	2560	BYRD COMM ACDMY	3	2.6%	10.3%	38.5%	48.7%	31.7%	0.2%	99.1%	0.7%	0.0%	26.0%	73.0%	0.0%	0.0%
59	6670	COOLEY EVOC *	3	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
60	2880	COONLEY	3	3.7%	11.1%	40.7%	44.4%	12.4%	54.4%	5.5%	34.0%	6.1%	60.0%	28.0%	7.0%	3.0%
61	3420	FRANKLIN BRANCH	3	4.2%	4.2%	29.2%	62.5%	25.5%	34.1%	40.8%	8.6%	16.5%	60.0%	36.0%	0.0%	4.0%
62	3730	HAMILTON	3	0.0%	15.0%	15.0%	70.0%	39.0%	43.2%	4.5%	46.0%	6.2%	57.0%	33.0%	9.0%	0.0%
63	3830	HAWTHORNE ACDMY	3	0.0%	13.3%	26.7%	60.0%	30.0%	32.1%	13.5%	44.4%	9.9%	64.0%	11.0%	17.0%	5.0%
64	4890	INTER-AMER MAG	3	3.1%	40.6%	43.8%	12.5%	12.5%	21.7%	7.2%	70.0%	1.1%	36.0%	5.0%	55.0%	2.0%

Table A-7b:
Teacher Experience and Other School Characteristics
Comparing 1977-78 and 1985-86, Chicago Public Schools

	UNIT	SCHOOL	DIST	TEACHER YEARS EXPERIENCE, 1986				CHANGE OVER 12 EXPER	STUDENTS RACE, 1986				TEACHERS RACE, 1986			
				Under One	One to Five	Six to Twelve	Over Twelve		PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
65	4200	JENNER	3	3.7%	9.3%	24.1%	63.0%	43.0%	0.0%	100.0%	0.0%	0.0%	37.0%	62.0%	0.0%	0.0%
66	4420	LASALLE LNG ACDY	3	0.0%	13.8%	37.9%	48.3%	2.3%	33.9%	34.8%	19.8%	11.4%	58.0%	22.0%	16.0%	3.0%
67	4440	LEMOYNE	3	6.1%	14.3%	40.8%	38.8%	4.8%	11.9%	33.1%	47.6%	7.4%	53.0%	34.0%	9.0%	2.0%
68	4480	LINCOLN	3	0.0%	12.9%	29.0%	58.1%	16.1%	50.6%	34.0%	9.4%	6.2%	62.0%	32.0%	0.0%	5.0%
69	4580	MANIERRE	3	0.0%	6.1%	24.2%	69.7%	55.7%	0.0%	99.4%	0.6%	0.0%	35.0%	64.0%	0.0%	0.0%
70	4680	MAYER	3	3.4%	6.9%	17.2%	72.4%	33.4%	44.9%	29.7%	22.6%	2.6%	64.0%	32.0%	3.0%	0.0%
71	5010	MULLIGAN	3	13.3%	26.7%	13.3%	46.7%	16.7%	2.7%	90.2%	6.0%	1.1%	50.0%	50.0%	0.0%	0.0%
72	5070	NETTLEHORST	3	2.6%	21.1%	39.5%	36.8%	-9.2%	25.1%	38.0%	32.5%	4.4%	48.0%	38.0%	5.0%	7.0%
73	5080	NEWBERRY MAG	3	0.0%	6.7%	13.3%	80.0%	52.0%	33.8%	44.2%	13.6%	8.5%	56.0%	40.0%	0.0%	3.0%
74	5150	OGDEN	3	0.0%	12.5%	12.5%	75.0%	22.0%	52.6%	28.8%	10.6%	8.0%	60.0%	34.0%	4.0%	0.0%
75	5550	RAVENSWOOD	3	0.0%	18.5%	37.0%	44.4%	-5.6%	15.7%	7.4%	58.1%	8.9%	61.0%	16.0%	19.0%	3.0%
76	5760	VON SCHILLER	3	0.0%	21.4%	50.0%	28.6%	4.6%	0.0%	100.0%	0.0%	0.0%	21.0%	75.0%	0.0%	3.0%
77	2160	BARRY	4	0.0%	22.7%	18.2%	59.1%	23.1%	46.6%	2.6%	44.8%	7.0%	59.0%	37.0%	3.0%	0.0%
78	2450	BURBANK	4	0.0%	6.1%	18.2%	75.8%	39.8%	50.9%	20.6%	19.7%	8.8%	58.0%	36.0%	2.0%	2.0%
79	3020	DEVER	4	0.0%	22.2%	29.6%	48.1%	-23.9%	58.3%	27.6%	13.2%	1.0%	50.0%	46.0%	3.0%	0.0%
80	3270	FALCONER	4	6.0%	10.0%	28.0%	56.0%	10.0%	49.2%	17.7%	31.3%	1.7%	65.0%	32.0%	2.0%	0.0%
81	3620	GRAY	4	6.7%	26.7%	20.0%	46.7%	11.7%	60.6%	18.7%	17.0%	3.7%	60.0%	33.0%	6.0%	0.0%
82	3840	HAY COMM ACDMY	4	0.0%	5.9%	33.3%	60.8%	45.8%	0.3%	99.5%	0.0%	0.2%	26.0%	73.0%	0.0%	0.0%
83	4060	HOWE	4	0.0%	17.2%	37.5%	45.3%	35.3%	0.3%	99.6%	0.1%	0.0%	41.0%	56.0%	0.0%	1.0%
84	4450	LEWIS	4	3.3%	16.7%	26.7%	53.3%	18.3%	6.2%	70.6%	21.7%	1.5%	46.0%	40.0%	10.0%	3.0%
85	4500	LLOYD	4	0.0%	21.4%	35.7%	42.9%	-4.1%	39.7%	2.2%	56.0%	2.0%	60.0%	30.0%	10.0%	0.0%
86	4510	LOCKE	4	0.0%	13.6%	22.7%	63.6%	7.6%	48.3%	47.2%	2.9%	1.6%	53.0%	46.0%	0.0%	0.0%
87	4530	LOVETT	4	4.0%	24.0%	20.0%	52.0%	14.0%	15.3%	50.2%	32.0%	2.5%	52.0%	48.0%	0.0%	0.0%
88	4560	LYON	4	6.5%	16.1%	29.0%	48.4%	-0.6%	54.8%	36.0%	7.9%	1.3%	64.0%	32.0%	0.0%	3.0%
89	5600	REINBERG	4	0.0%	14.3%	53.6%	32.1%	8.1%	47.9%	30.0%	16.4%	5.8%	62.0%	34.0%	3.0%	0.0%
90	5720	SAYRE LANG ACDMY	4	6.3%	18.8%	37.5%	37.5%	-5.5%	40.4%	41.3%	12.8%	5.5%	56.0%	31.0%	12.0%	0.0%
91	5730	SCAMMON	4	0.0%	19.2%	30.8%	50.0%	-10.0%	62.5%	13.7%	20.8%	3.1%	50.0%	46.0%	3.0%	0.0%
92	5800	SCHUBERT	4	5.3%	5.3%	39.5%	50.0%	10.0%	42.3%	32.7%	22.2%	2.8%	65.0%	25.0%	5.0%	5.0%
93	6520	YOUNG, EF	4	2.5%	5.0%	25.0%	67.5%	42.5%	4.3%	69.4%	24.1%	2.2%	60.0%	37.0%	2.0%	0.0%
94	2140	AVONDALE	5	0.0%	17.1%	41.5%	41.5%	9.5%	17.9%	2.7%	76.6%	2.8%	53.0%	12.0%	34.0%	0.0%
95	2370	BRENTANO	5	2.0%	20.0%	38.0%	40.0%	9.0%	18.4%	3.3%	76.5%	1.6%	61.0%	22.0%	12.0%	4.0%
96	2610	CAMERON	5	1.2%	13.1%	40.5%	45.2%	36.2%	2.3%	45.6%	51.9%	0.2%	52.0%	35.0%	11.0%	1.0%
97	2960	DARWIN	5	1.5%	17.6%	38.2%	42.6%	23.6%	6.1%	11.0%	81.8%	1.1%	59.0%	20.0%	16.0%	2.0%
98	3460	FUNSTON	5	2.1%	6.4%	27.7%	63.8%	36.8%	4.6%	10.0%	85.2%	0.2%	55.0%	28.0%	15.0%	0.0%
99	4150	IRVING PARK BR H	5	0.0%	36.4%	31.8%	31.8%	31.8%	8.1%	18.4%	73.2%	0.4%	60.0%	17.0%	17.0%	4.0%
100	4170	JAHN	5	3.7%	18.5%	22.2%	55.6%	10.6%	43.8%	3.1%	50.6%	2.5%	51.0%	35.0%	9.0%	3.0%
101	4540	LOWELL	5	0.0%	22.5%	31.0%	46.5%	30.5%	1.9%	27.4%	70.1%	0.5%	48.0%	27.0%	23.0%	0.0%
102	4850	MONROE	5	0.0%	19.5%	43.9%	36.6%	-2.4%	28.5%	5.7%	61.8%	4.2%	52.0%	26.0%	21.0%	0.0%
103	6800	MORTON UPPER	5	3.6%	0.0%	21.4%	75.0%	63.0%	0.2%	99.1%	0.7%	0.0%	46.0%	53.0%	0.0%	0.0%
104	5000	MOZART	5	0.0%	6.5%	32.3%	61.3%	39.3%	13.7%	4.4%	77.9%	4.1%	58.0%	29.0%	11.0%	0.0%
105	5100	NIXON	5	2.4%	14.6%	22.0%	61.0%	31.0%	13.7%	0.1%	84.8%	1.3%	52.0%	34.0%	13.0%	0.0%
106	5110	NOBEL	5	0.0%	8.7%	34.8%	56.5%	25.5%	7.8%	11.0%	80.8%	0.4%	60.0%	22.0%	12.0%	4.0%
107	7400	PICCOLO MIDD	5	0.0%	19.2%	30.8%	50.0%	34.0%	3.8%	48.0%	47.2%	0.9%	49.0%	40.0%	10.0%	0.0%
108	5500	PRESCOTT	5	7.7%	23.1%	15.4%	53.8%	13.8%	26.4%	2.7%	70.5%	0.4%	60.0%	3.0%	25.0%	10.0%
109	5520	PULASKI	5	3.0%	4.5%	34.3%	58.2%	27.2%	13.3%	7.1%	78.9%	0.6%	59.0%	28.0%	12.0%	0.0%
110	5590	REILLY	5	2.6%	18.4%	28.9%	50.0%	-10.0%	53.6%	7.2%	33.3%	5.9%	53.0%	35.0%	10.0%	0.0%
111	5680	RYERSON	5	0.0%	10.3%	25.6%	64.1%	53.1%	0.0%	100.0%	0.0%	0.0%	34.0%	63.0%	2.0%	0.0%
112	5790	SCHNEIDER	5	0.0%	8.7%	21.7%	69.6%	44.6%	23.5%	33.3%	40.7%	2.5%	60.0%	24.0%	8.0%	8.0%
113	6080	STOWE	5	1.6%	19.4%	43.5%	35.5%	16.5%	6.8%	9.9%	82.8%	0.5%	49.0%	17.0%	32.0%	0.0%
114	6430	TENNYSON EVGC *	5	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
115	3560	VON GOETHE	5	8.5%	21.3%	36.2%	34.0%	7.0%	16.3%	5.4%	77.7%	0.8%	54.0%	22.0%	24.0%	0.0%
116	4490	VON LINNE	5	0.0%	16.7%	30.0%	53.3%	2.3%	35.7%	2.8%	56.5%	5.0%	55.0%	34.0%	10.0%	0.0%
117	5470	WARD	5	0.0%	20.6%	38.2%	41.2%	23.2%	0.0%	100.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
118	2060	ANDERSON	6	7.0%	23.3%	20.9%	48.8%	32.8%	9.8%	14.6%	74.6%	1.0%	41.0%	36.0%	21.0%	0.0%
119	2061	ANDERSON EVGC	6						6.9%	25.0%	68.1%	0.0%	84.0%	15.0%	0.0%	0.0%
120	2530	BURR	6	6.7%	6.7%	26.7%	60.0%	38.0%	8.1%	5.5%	85.1%	1.2%	46.0%	28.0%	21.0%	3.0%
121	2640	CARPENTER	6	3.8%	7.7%	32.7%	55.8%	26.8%	4.7%	20.3%	74.9%	0.2%	57.0%	28.0%	13.0%	0.0%
122	2760	CHASE	6	2.6%	17.9%	33.3%	46.2%	15.2%	14.4%	3.6%	81.7%	0.2%	62.0%	10.0%	25.0%	2.0%
123	7640	CHOPIN UPPER *	6	4.3%	10.6%	48.9%	36.2%	23.2%	7.0%	12.2%	79.9%	0.9%	43.0%	22.0%	29.0%	4.0%
124	7420	DE DIEGO CMM ACY	6	7.1%	15.7%	32.9%	44.3%	44.3%	2.4%	17.0%	79.7%	1.0%	54.0%	12.0%	33.0%	0.0%
125	3120	DRUMMOND	6	4.2%	20.8%	33.3%	41.7%	-6.3%	22.7%	2.5%	73.7%	1.1%	60.0%	25.0%	14.0%	0.0%
126	4380	KOSCIUSZKO	6	1.7%	25.0%	38.3%	35.0%	9.0%	11.1%	5.3%	82.5%	1.1%	55.0%	13.0%	27.0%	3.0%
127	4840	MITCHELL	6	0.0%	17.2%	20.7%	62.1%	33.1%	19.8%	4.2%	76.0%	0.0%	59.0%	12.0%	28.0%	0.0%
128	5220	OTIS	6	4.7%	14.0%	41.9%	39.5%	5.5%	19.3%	4.3%	75.3%	1.1%	51.0%	20.0%	28.0%	0.0%
129	5330	PEABODY	6	0.0%	8.1%	32.4%	59.5%	51.5%	4.9%	13.8%	81.2%	0.1%	48.0%	18.0%	32.0%	0.0%
130	6460	PRITZKER	6	3.0%	6.1%	21.2%	69.7%	23.7%	11.3%	38.9%	46.9%	2.9%	51.0%	37.0%	8.0%	2.0%
131	6140	TALCOTT	6	1.6%	12.7%	28.6%	57.1%	39.1%	12.1%	7.7%	79.1%	1.1%	56.0%	30.0%	12.0%	0.0%
132	6281	VON HUMBOLDT BR	6	2.7%	16.4%	28.8%	52.1%	25.1%	1.6%	29.5%	68.8%	0.1%	58.0%	24.0%	15.0%	1.0%
133	7740	YATES UPPER *	6	1.5%	7.7%	30.8%	60.0%	13.0%	5.6%	26.0%	67.8%	0.5%	54.0%	27.0%	16.0%	1.0%
134	6620	CLARK MIDDLE	7	0.0%	10.3%	28.2%	61.5%	49.5%	0.0%	100.0%	0.0%	0.0%	26.0%	71.0%	0.0%	2.0%
135	6630	DOUGLASS MIDDLE	7	0.0%	6.0%	38.0%	56.0%	49.0%	0.0%	99.8%	0.2%	0.0%	47.0%	52.0%	0.0%	0.0%
136	3230	EMMET	7	2.8%	13.9%	19.4%	63.9%	47.9%	0.0%	99.9%	0.0%	0.1%	43.0%	56.0%	0.0%	0.0%
137	3240	ERICSON	7	2.9%	11.4%	31.4%	54.3%	40.3%	0.0%	100.0%	0.0%	0.0%	41.0%	58.0%	0.0%	0.0%

Table A-7b:
Teacher Experience and Other School Characteristics
Comparing 1977-78 and 1985-86, Chicago Public Schools

				TEACHER YEARS EXPERIENCE, 1986					STUDENTS RACE, 1986				TEACHERS RACE, 1986			
	UNIT	SCHOOL	DIST	Under One	One to Five	Six to Twelve	Over Twelve	CHANGE OVER 12 EXPER	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
138	7930	LAWRENCE *	7	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
139	4670	MAY	7	0.0%	12.2%	20.4%	67.3%	57.3%	0.0%	100.0%	0.0%	0.0%	41.0%	58.0%	0.0%	0.0%
140	7190	MELODY	7	6.5%	19.4%	22.6%	51.6%	40.6%	0.2%	99.8%	0.0%	0.0%	33.0%	63.0%	0.0%	3.0%
141	5050	NASH	7	1.6%	20.3%	26.6%	51.6%	44.6%	0.1%	98.3%	1.7%	0.0%	31.0%	67.0%	1.0%	0.0%
142	7140	ROENTGEN ED/VC C	7	0.0%	6.7%	13.3%	80.0%	51.0%	0.0%	100.0%	0.0%	0.0%	40.0%	60.0%	0.0%	0.0%
143	6000	SPENCER	7	3.7%	11.1%	18.5%	66.7%	52.7%	0.0%	100.0%	0.0%	0.0%	38.0%	61.0%	0.0%	0.0%
144	8020	BETHUNE	8	2.4%	17.1%	12.2%	68.3%	60.3%	0.0%	99.5%	0.4%	0.0%	34.0%	65.0%	0.0%	0.0%
145	2540	BURROUGHS	8	0.0%	5.3%	31.6%	63.2%	30.2%	52.3%	9.2%	38.5%	0.0%	59.0%	31.0%	9.0%	0.0%
146	2740	CHALMERS	8	0.0%	18.2%	12.1%	69.7%	57.7%	0.0%	100.0%	0.0%	0.0%	34.0%	65.0%	0.0%	0.0%
147	7610	COOPER UPP	8	2.6%	35.9%	25.6%	35.9%	6.9%	1.2%	1.7%	96.5%	0.6%	55.0%	16.0%	25.0%	2.0%
148	2970	DAVIS	8	2.9%	25.7%	31.4%	40.0%	-18.0%	30.4%	0.8%	67.7%	1.1%	51.0%	34.0%	14.0%	0.0%
149	3260	EVERETT	8	4.8%	4.8%	38.1%	52.4%	27.4%	57.3%	7.3%	34.3%	1.1%	57.0%	42.0%	0.0%	0.0%
150	3690	GUNSAULUS ACDMY	8	2.7%	5.4%	32.4%	59.5%	35.5%	38.3%	28.2%	29.8%	3.7%	59.0%	37.0%	2.0%	0.0%
151	3900	HEDGES	8	0.0%	17.6%	29.4%	52.9%	15.9%	19.2%	0.2%	79.8%	0.7%	48.0%	33.0%	18.0%	0.0%
152	3980	HESS UPPER GRADE	8	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
153	4520	LONGFELLOW *	8	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
154	5430	PICKARD	8	2.8%	30.6%	30.6%	36.1%	9.1%	5.2%	0.0%	94.7%	0.1%	40.0%	30.0%	26.0%	2.0%
155	5450	PLAMONDON	8	0.0%	33.3%	22.2%	44.4%	30.4%	3.3%	13.9%	82.8%	0.0%	50.0%	22.0%	27.0%	0.0%
156	5480	POPE	8	3.0%	18.2%	33.3%	45.5%	15.5%	0.5%	67.5%	32.1%	0.0%	28.0%	48.0%	22.0%	0.0%
157	5860	SHEPHARD *	8	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
158	5910	SHIELDS	8	3.6%	25.0%	17.9%	53.6%	18.6%	56.5%	0.8%	41.8%	1.1%	55.0%	34.0%	10.0%	0.0%
159	6020	SPRY *	8	4.9%	21.3%	27.9%	45.9%	30.9%	2.2%	5.2%	92.5%	0.1%	44.0%	24.0%	30.0%	0.0%
160	7940	W GARFIELD PK *	8	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
161	2400	BROWN	9	2.8%	2.8%	19.4%	75.0%	50.0%	0.0%	99.9%	0.1%	0.0%	39.0%	60.0%	0.0%	0.0%
162	6610	CALHOUN NO.	9	0.0%	18.2%	21.2%	60.6%	41.6%	0.0%	100.0%	0.0%	0.0%	38.0%	61.0%	0.0%	0.0%
163	6730	CATHER	9	0.0%	18.2%	30.3%	51.5%	31.5%	0.2%	99.7%	0.2%	0.0%	45.0%	51.0%	0.0%	2.0%
164	6740	DETT	9	5.1%	5.1%	25.6%	64.1%	58.1%	0.0%	100.0%	0.0%	0.0%	39.0%	60.0%	0.0%	0.0%
165	3050	DODGE	9	3.0%	15.2%	18.2%	63.6%	38.6%	0.0%	100.0%	0.0%	0.0%	33.0%	63.0%	0.0%	3.0%
166	4640	FARADAY	9	0.0%	4.9%	12.2%	82.9%	65.9%	0.0%	100.0%	0.0%	0.0%	45.0%	54.0%	0.0%	0.0%
167	3540	GLADSTONE	9	0.0%	14.8%	0.0%	85.2%	50.2%	0.0%	100.0%	0.0%	0.0%	21.0%	78.0%	0.0%	0.0%
168	3610	GRANT	9	5.9%	7.8%	13.7%	72.5%	46.5%	0.0%	100.0%	0.0%	0.0%	30.0%	65.0%	1.0%	1.0%
169	3950	HERBERT	9	0.0%	16.7%	20.0%	63.3%	30.3%	1.0%	98.1%	0.8%	0.0%	38.0%	61.0%	0.0%	0.0%
170	4140	IRVING	9	0.0%	8.3%	30.6%	61.1%	2.1%	13.1%	30.3%	52.1%	4.5%	48.0%	45.0%	2.0%	2.0%
171	4790	JACKSON	9	3.7%	25.9%	18.5%	51.9%	15.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
172	4190	JEFFERSON	9	0.0%	16.7%	53.3%	30.0%	-11.0%	2.1%	90.2%	7.2%	0.6%	38.0%	61.0%	0.0%	0.0%
173	6920	JENSEN	9	0.0%	4.9%	24.4%	70.7%	55.7%	0.4%	99.6%	0.0%	0.0%	33.0%	64.0%	2.0%	0.0%
174	4310	KING	9	3.3%	6.7%	13.3%	76.7%	61.7%	1.3%	62.8%	35.9%	0.0%	40.0%	50.0%	9.0%	0.0%
175	7270	MCKINLEY ED/VC C	9	ERR	ERR	ERR	ERR	ERR	0.0%	100.0%	0.0%	0.0%	33.0%	66.0%	0.0%	0.0%
176	4820	MEDILL INT/UPP	9	0.0%	0.0%	7.7%	92.3%	53.3%	0.0%	100.0%	0.0%	0.0%	32.0%	67.0%	0.0%	0.0%
177	4860	MONTEFIORE -O	9	10.0%	10.0%	30.0%	50.0%	50.0%	12.0%	75.4%	12.6%	0.0%	43.0%	56.0%	0.0%	0.0%
178	5620	RIIS	9	7.4%	0.0%	25.9%	66.7%	47.7%	0.0%	100.0%	0.0%	0.0%	36.0%	63.0%	0.0%	0.0%
179	7814	SIMPSON LIV CTR	9	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
180	5940	SKINNER	9	3.5%	5.3%	43.9%	47.4%	22.4%	20.0%	61.1%	16.8%	2.2%	61.0%	30.0%	3.0%	5.0%
181	5970	SMYTH	9	0.0%	25.5%	14.9%	59.6%	33.6%	0.0%	100.0%	0.0%	0.0%	30.0%	69.0%	0.0%	0.0%
182	5990	SPALDING ELM HAN	9	2.6%	5.1%	46.2%	46.2%	46.2%	21.3%	39.0%	39.0%	0.7%	78.0%	19.0%	0.0%	2.0%
183	6090	SUDER	9	2.5%	10.0%	40.0%	47.5%	27.5%	0.0%	100.0%	0.0%	0.0%	34.0%	65.0%	0.0%	0.0%
184	2420	BRYANT *	10	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
185	2510	BURNS	10	2.2%	17.8%	26.7%	53.3%	35.3%	0.7%	2.8%	96.6%	0.0%	48.0%	24.0%	28.0%	0.0%
186	2910	CORKERY	10	2.4%	11.9%	23.8%	61.9%	53.9%	0.9%	30.1%	68.9%	0.1%	41.0%	52.0%	6.0%	0.0%
187	2940	CROWN COMM ACDMY	10	2.5%	17.5%	35.0%	45.0%	37.0%	0.8%	91.6%	7.6%	0.0%	30.0%	69.0%	0.0%	0.0%
188	6760	DVORAK	[illegible]	6.5%	6.5%	19.4%	67.7%	54.7%	0.0%	100.0%	0.0%	0.0%	26.0%	73.0%	0.0%	0.0%
189	7780	FRAZIER	10	0.0%	20.6%	14.7%	64.7%	54.7%	0.0%	100.0%	0.0%	0.0%	31.0%	62.0%	0.0%	5.0%
190	3520	GARY	10	4.3%	17.4%	36.2%	42.0%	4.0%	2.5%	0.0%	97.5%	0.0%	50.0%	28.0%	21.0%	0.0%
191	3660	GREGORY	10	5.6%	27.8%	16.7%	50.0%	27.0%	0.0%	100.0%	0.0%	0.0%	29.0%	70.0%	0.0%	0.0%
192	6570	HENSON	10	3.7%	11.1%	14.8%	70.4%	43.4%	0.0%	100.0%	0.0%	0.0%	36.0%	63.0%	0.0%	0.0%
193	3970	HERZL	10	0.0%	20.7%	29.3%	50.0%	29.0%	0.5%	99.0%	0.5%	3.0%	44.0%	55.0%	0.0%	0.0%
194	7200	LAWLESS UPPER *	10	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
195	4660	MASON	10	6.7%	8.3%	15.0%	70.0%	58.0%	0.1%	99.8%	0.1%	0.0%	33.0%	66.0%	0.0%	0.0%
196	4720	MCCORMICK	10	2.2%	21.7%	34.8%	41.3%	22.3%	1.5%	0.7%	97.9%	0.0%	43.0%	31.0%	22.0%	2.0%
197	6930	PADEREWSKI	10	3.1%	6.3%	31.3%	59.4%	48.4%	0.2%	99.8%	0.0%	0.0%	36.0%	63.0%	0.0%	0.0%
198	5370	PENN	10	2.0%	10.0%	26.0%	62.0%	22.0%	0.7%	87.6%	11.7%	0.0%	37.0%	62.0%	0.0%	0.0%
199	6110	SUMNER	10	10.3%	10.3%	3.4%	75.9%	56.9%	0.0%	100.0%	0.0%	0.0%	25.0%	74.0%	0.0%	0.0%
200	6380	WEBSTER	10	0.0%	6.9%	20.7%	72.4%	57.4%	0.0%	100.0%	0.0%	0.0%	41.0%	54.0%	0.0%	3.0%
201	6440	WHITNEY	10	7.3%	12.7%	29.1%	50.9%	24.9%	3.3%	0.0%	96.7%	0.0%	61.0%	18.0%	18.0%	1.0%

Table A-7b:
Teacher Experience and Other School Characteristics
Comparing 1977-78 and 1985-86, Chicago Public Schools

	UNIT	SCHOOL	DIST	TEACHER YEARS EXPERIENCE, 1986				CHANGE	STUDENTS RACE, 1986				TEACHERS RACE, 1986			
				Under One	One to Five	Six to Twelve	Over Twelve	OVER 12 EXPER	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
202	2010	ABBOTT	11	0.0%	22.2%	22.2%	55.6%	12.6%	0.4%	99.4%	0.2%	0.0%	27.0%	72.0%	0.0%	0.0%
203	2070	ARMOUR	11	3.2%	12.9%	16.1%	67.7%	41.7%	43.3%	0.2%	56.0%	0.5%	54.0%	35.0%	9.0%	0.0%
204	2100	ATTUCKS	11	2.9%	11.8%	32.4%	52.9%	28.9%	0.0%	100.0%	0.0%	0.0%	26.0%	73.0%	0.0%	0.0%
205	6790	DONOGHUE	11	0.0%	11.4%	20.0%	68.6%	36.6%	0.0%	100.0%	0.0%	0.0%	24.0%	72.0%	0.0%	2.0%
206	3070	DOOLITTLE INT/UP	11	0.0%	11.8%	14.7%	73.5%	39.5%	0.0%	100.0%	0.0%	0.0%	16.0%	80.0%	0.0%	2.0%
207	3090	DOUGLAS	11	0.0%	14.3%	14.3%	71.4%	31.4%	0.0%	100.0%	0.0%	0.0%	23.0%	76.0%	0.0%	0.0%
208	3100	DRAKE ED/VOC CTR	11	0.0%	10.0%	15.0%	75.0%	60.0%	0.0%	100.0%	0.0%	0.0%	30.0%	69.0%	0.0%	0.0%
209	7030	DRAKE EVGC	11	0.0%	0.0%	0.0%	100.0%	85.0%	0.0%	100.0%	0.0%	0.0%	22.0%	77.0%	0.0%	0.0%
210	8080	DRAKE, SO COMMON	11	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
211	3650	GREENE	11	9.5%	9.5%	14.3%	66.7%	28.7%	48.4%	4.8%	46.5%	0.2%	40.0%	45.0%	13.0%	0.0%
212	3700	HAINES	11	7.7%	7.7%	35.9%	48.7%	29.7%	1.0%	60.5%	0.6%	37.8%	28.0%	45.0%	2.0%	23.0%
213	3880	HEALY	11	3.9%	15.7%	25.5%	54.9%	20.9%	40.4%	8.9%	32.4%	18.3%	59.0%	26.0%	6.0%	8.0%
214	4020	HOLDEN	11	0.0%	22.9%	25.7%	51.4%	32.4%	53.1%	7.6%	34.0%	5.4%	46.0%	51.0%	2.0%	0.0%
215	4220	JUDD *	11	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
216	5140	OAKLAND *	11	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
217	5400	PERSHING MAG	11	0.0%	13.3%	13.3%	73.3%	30.3%	19.7%	79.9%	0.0%	0.4%	44.0%	55.0%	0.0%	0.0%
218	6330	WARD	11	5.7%	11.4%	37.1%	45.7%	32.7%	9.5%	41.8%	12.4%	36.2%	47.0%	41.0%	2.0%	8.0%
219	6490	WILLIAMS	11	0.0%	12.5%	29.7%	57.8%	8.8%	0.0%	100.0%	0.0%	0.0%	30.0%	69.0%	0.0%	0.0%
220	5750	BONTEMPS	12	2.3%	7.0%	32.6%	58.1%	30.1%	0.0%	100.0%	0.0%	0.0%	38.0%	61.0%	0.0%	0.0%
221	2780	CHRISTOPHER	12	0.0%	6.9%	20.7%	72.4%	72.4%	18.6%	71.3%	9.3%	0.8%	74.0%	19.0%	0.0%	6.0%
222	2900	COPERNICUS	12	3.4%	6.9%	13.8%	75.9%	49.9%	0.0%	100.0%	0.0%	0.0%	28.0%	71.0%	0.0%	0.0%
223	3080	DORE	12	0.0%	0.0%	22.2%	77.8%	9.8%	64.9%	25.5%	5.9%	3.7%	42.0%	57.0%	0.0%	0.0%
224	3081	DORE BR	12	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
225	3200	EDWARDS	12	0.0%	3.3%	20.0%	76.7%	44.7%	48.7%	20.2%	29.7%	1.3%	60.0%	36.0%	0.0%	3.0%
226	3681	FLEMING BR	12	0.0%	14.3%	14.3%	71.4%	46.4%	52.6%	38.2%	6.0%	3.3%	55.0%	44.0%	0.0%	0.0%
227	3450	FULTON	12	0.0%	18.2%	38.6%	43.2%	-2.8%	2.2%	52.0%	45.8%	0.0%	29.0%	52.0%	17.0%	0.0%
228	3710	HALE	12	0.0%	12.1%	33.3%	54.5%	-6.5%	64.8%	15.2%	12.8%	7.3%	57.0%	42.0%	0.0%	0.0%
229	3890	HEARST	12	2.4%	9.8%	14.6%	73.2%	59.2%	0.7%	98.8%	0.5%	0.0%	57.0%	40.0%	2.0%	0.0%
230	3920	HENDERSON	12	0.0%	5.0%	25.0%	70.0%	52.0%	0.0%	100.0%	0.0%	0.0%	43.0%	56.0%	0.0%	0.0%
231	4340	KINZIE UPP *	12	0.0%	14.7%	26.5%	58.8%	-0.2%	42.8%	45.2%	12.1%	0.0%	74.0%	23.0%	0.0%	2.0%
232	4470	LIBBY	12	0.0%	9.1%	22.7%	68.2%	57.2%	0.4%	77.7%	21.9%	0.0%	27.0%	68.0%	4.0%	0.0%
233	5090	NIGHTENGALE	12	6.1%	9.1%	12.1%	72.7%	30.7%	52.5%	5.5%	40.2%	1.8%	64.0%	34.0%	5.0%	5.0%
234	5310	PASTEUR	12	0.0%	0.0%	31.6%	68.4%	31.4%	65.5%	29.2%	5.0%	0.2%	45.0%	55.0%	0.0%	0.0%
235	5340	PECK	12	0.0%	9.1%	22.7%	68.2%	3.2%	58.2%	30.4%	10.1%	1.3%	58.0%	41.0%	0.0%	0.0%
236	5710	SAWYER	12	0.0%	11.4%	31.4%	57.1%	2.1%	59.7%	21.0%	18.7%	0.6%	48.0%	51.0%	0.0%	0.0%
237	5890	SHERMAN	12	2.3%	20.5%	18.2%	59.1%	47.1%	0.1%	98.4%	1.4%	0.0%	21.0%	76.0%	1.0%	0.0%
238	6220	TONTI	12	4.2%	4.2%	16.7%	75.0%	14.0%	66.2%	11.6%	21.1%	2.2%	52.0%	48.0%	0.0%	0.0%
239	6240	TWAIN	12	0.0%	4.3%	39.1%	56.5%	-14.5%	67.2%	16.1%	16.2%	0.5%	61.0%	30.0%	0.0%	7.0%
240	2210	BEALE UPP *	13	0.0%	2.3%	27.9%	69.8%	56.8%	0.2%	99.8%	0.0%	0.0%	25.0%	74.0%	0.0%	0.0%
241	6540	BEETHOVEN	13	4.3%	8.5%	25.5%	61.7%	28.7%	0.1%	99.9%	0.0%	0.0%	22.0%	77.0%	0.0%	0.0%
242	2840	COLMAN	13	0.0%	2.5%	10.0%	87.5%	70.5%	0.0%	100.0%	0.0%	0.0%	34.0%	65.0%	0.0%	0.0%
243	8070	DYETT MIDDLE	13	0.0%	5.0%	10.0%	85.0%	67.0%	0.0%	100.0%	0.0%	0.0%	20.0%	80.0%	0.0%	0.0%
244	5280	F PARKMAN	13	10.5%	5.3%	21.1%	63.2%	15.2%	0.0%	99.7%	0.3%	0.0%	13.0%	86.0%	0.0%	0.0%
245	3300	FARREN	13	5.1%	15.4%	20.5%	59.0%	31.0%	0.0%	100.0%	0.0%	0.0%	24.0%	75.0%	0.0%	0.0%
246	3600	GRAHAM, A	13	6.1%	12.1%	15.2%	66.7%	42.7%	54.2%	24.3%	20.9%	0.6%	54.0%	41.0%	3.0%	0.0%
247	3740	HAMLINE	13	0.0%	11.9%	38.1%	50.0%	30.0%	12.4%	1.5%	85.5%	0.7%	32.0%	41.0%	23.0%	2.0%
248	3790	HARTIGAN	13	5.1%	10.3%	12.8%	71.8%	43.8%	0.0%	100.0%	0.0%	0.0%	29.0%	70.0%	0.0%	0.0%
249	3930	HENDRICKS	13	8.7%	26.1%	17.4%	47.8%	23.8%	1.0%	96.9%	2.1%	0.0%	17.0%	82.0%	0.0%	0.0%
250	4130	HOPE COMM ACDMY	13	0.0%	3.4%	36.2%	60.3%	40.3%	0.0%	99.7%	0.3%	0.0%	23.0%	76.0%	0.0%	0.0%
251	6820	MCCORKLE	13	3.3%	23.3%	26.7%	46.7%	15.7%	0.0%	100.0%	0.0%	0.0%	23.0%	76.0%	0.0%	0.0%
252	5650	ROSS	13	5.0%	17.5%	22.5%	55.0%	20.0%	0.0%	100.0%	0.0%	0.0%	23.0%	76.0%	0.0%	0.0%
253	5820	SEWARD	13	3.8%	17.0%	26.4%	52.8%	22.8%	8.6%	0.1%	91.2%	0.1%	51.0%	16.0%	30.0%	1.0%
254	6840	TERRELL	13	0.0%	16.2%	10.8%	73.0%	42.0%	0.0%	100.0%	0.0%	0.0%	26.0%	73.0%	0.0%	0.0%
255	7811	BOUSFIELD SP	14	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
256	6890	DUMAS	14	0.0%	27.3%	21.2%	51.5%	3.5%	0.0%	100.0%	0.0%	0.0%	29.0%	70.0%	0.0%	0.0%
257	3310	FELSENTHAL *	14	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
258	3320	FERMI	14	0.0%	8.8%	14.7%	76.5%	42.5%	0.0%	99.8%	0.2%	0.0%	25.0%	75.0%	0.0%	0.0%
259	3360	FISKE	14	0.0%	6.9%	20.7%	72.4%	4.4%	0.0%	99.8%	0.2%	0.0%	25.0%	74.0%	0.0%	0.0%
260	3440	FULLER	14	0.0%	10.7%	28.6%	60.7%	11.7%	0.0%	100.0%	0.0%	0.0%	20.0%	80.0%	0.0%	0.0%
261	3780	HARTE	14	6.3%	12.5%	6.3%	75.0%	33.0%	5.8%	89.6%	2.3%	2.3%	50.0%	50.0%	0.0%	0.0%
262	4390	KOZMINSKI ACDMY	14	3.2%	9.7%	19.4%	67.7%	33.7%	0.2%	99.8%	0.0%	0.0%	27.0%	72.0%	0.0%	0.0%
263	4740	MCCOSH	14	1.6%	17.5%	19.0%	61.9%	19.9%	0.0%	100.0%	0.0%	0.0%	24.0%	75.0%	0.0%	0.0%
264	6950	MOLLISON	14	0.0%	15.4%	15.4%	69.2%	22.2%	0.0%	100.0%	0.0%	0.0%	16.0%	84.0%	0.0%	0.0%
265	7700	OAKENWALD SO.I/U	14	4.5%	13.6%	22.7%	59.1%	19.1%	0.3%	99.7%	0.0%	0.0%	19.0%	80.0%	0.0%	0.0%

Table A-7b:
Teacher Experience and Other School Characteristics
Comparing 1977-78 and 1985-86, Chicago Public Schools

	UNIT	SCHOOL	DIST	TEACHER YEARS EXPERIENCE, 1986				CHANGE OVER 12 EXPER	STUDENTS RACE, 1986				TEACHERS RACE, 1986			
				Under One	One to Five	Six to Twelve	Over Twelve		PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
266	6810	PRICE	14	2.8%	8.3%	16.7%	72.2%	24.2%	0.0%	100.0%	0.0%	0.0%	23.0%	76.0%	0.0%	0.0%
267	5560	RAY	14	7.9%	5.3%	31.6%	55.3%	20.3%	34.1%	53.7%	2.2%	9.7%	52.0%	45.0%	0.0%	2.0%
268	5810	SLUTT *	14	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
269	5830	SEXTON	14	0.0%	7.7%	25.6%	66.7%	27.7%	0.0%	100.0%	0.0%	0.0%	20.0%	77.0%	2.0%	0.0%
270	5850	SHAKESPEARE	14	0.0%	21.9%	28.1%	50.0%	-11.0%	0.2%	99.8%	0.0%	0.0%	36.0%	63.0%	0.0%	0.0%
271	7813	TUBMAN LIV CTR	14	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
272	7730	WADSWORTH *	14	0.0%	8.1%	21.6%	70.3%	32.3%	0.2%	99.5%	0.0%	0.3%	30.0%	70.0%	0.0%	0.0%
273	4260	WIRTH EXPER	14	0.0%	0.0%	34.8%	65.2%	44.2%	0.8%	97.1%	1.4%	0.8%	29.0%	70.0%	0.0%	0.0%
274	7750	WOODSON NO.	14	0.0%	3.1%	28.1%	68.8%	40.8%	0.0%	100.0%	0.0%	0.0%	31.0%	68.0%	0.0%	0.0%
275	3380	WOODSON STURGIS	14	ERR	ERR	ERR	ERR	ERR	0.0%	100.0%	0.0%	0.0%	31.0%	68.0%	0.0%	0.0%
276	2050	ALTGELD	15	2.1%	4.3%	14.9%	78.7%	62.7%	0.0%	100.0%	0.0%	0.0%	35.0%	64.0%	0.0%	0.0%
277	2170	BARTON	15	2.1%	10.6%	12.8%	74.5%	52.5%	0.0%	99.8%	0.0%	0.2%	34.0%	65.0%	0.0%	0.0%
278	6830	BUNCHE	15	2.9%	17.1%	17.1%	62.9%	44.9%	0.0%	100.0%	0.0%	0.0%	30.0%	69.0%	0.0%	0.0%
279	2650	CARROLL	15	0.0%	0.0%	8.3%	91.7%	38.7%	59.7%	32.5%	6.7%	1.1%	62.0%	37.0%	0.0%	0.0%
280	2980	DAWES	15	3.2%	6.5%	22.6%	67.7%	-0.3%	61.3%	28.1%	8.2%	2.4%	57.0%	42.0%	0.0%	0.0%
281	3130	EARLE	15	0.0%	6.7%	20.0%	73.3%	66.3%	0.0%	100.0%	0.0%	0.0%	39.0%	60.0%	0.0%	0.0%
282	3140	EBERHART	15	3.8%	23.1%	15.4%	57.7%	13.7%	70.2%	11.5%	17.7%	0.8%	53.0%	46.0%	0.0%	0.0%
283	3430	FOSTER PARK	15	2.3%	25.0%	20.5%	52.3%	28.3%	4.4%	95.6%	0.0%	0.0%	42.0%	57.0%	0.0%	0.0%
284	4120	HURLEY	15	0.0%	0.0%	20.0%	80.0%	17.0%	63.5%	25.5%	10.4%	0.5%	57.0%	42.0%	0.0%	0.0%
285	2330	JOPLIN	15	7.3%	4.9%	34.1%	53.7%	45.7%	0.0%	100.0%	0.0%	0.0%	34.0%	65.0%	0.0%	0.0%
286	7170	LEE	15	0.0%	0.0%	7.7%	92.3%	41.3%	59.6%	31.0%	9.0%	0.3%	56.0%	43.0%	0.0%	0.0%
287	4620	MARQUETTE	15	10.5%	7.9%	26.3%	55.3%	15.3%	59.0%	2.6%	37.3%	1.1%	42.0%	50.0%	7.0%	0.0%
288	4760	MCKAY	15	0.0%	12.5%	25.0%	62.5%	14.5%	26.1%	47.4%	23.0%	3.4%	52.0%	44.0%	0.0%	4.0%
289	4880	MORRILL	15	0.0%	7.3%	24.4%	68.3%	34.3%	37.2%	2.0%	59.8%	1.1%	59.0%	34.0%	6.0%	0.0%
290	5230	O'TOOLE	15	0.0%	5.5%	21.8%	72.7%	66.7%	0.0%	99.9%	0.1%	0.0%	43.0%	56.0%	0.0%	0.0%
291	5240	OWEN	15	0.0%	7.7%	46.2%	46.2%	-5.8%	41.6%	52.4%	5.4%	0.6%	37.0%	56.0%	0.0%	6.0%
292	6030	STEVENSON	15	0.0%	19.4%	33.3%	47.2%	-28.8%	52.3%	42.2%	3.2%	2.3%	48.0%	51.0%	0.0%	0.0%
293	6550	BOND	16	3.4%	3.4%	10.3%	82.8%	80.8%	0.0%	100.0%	0.0%	0.0%	31.0%	68.0%	0.0%	0.0%
294	4460	CHAPMAN *	16	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
295	2860	COOK	16	0.0%	4.3%	10.6%	85.1%	68.1%	0.0%	100.0%	0.0%	0.0%	34.0%	65.0%	0.0%	0.0%
296	5270	F PARKER CMM ACY	16	0.0%	37.8%	21.6%	40.5%	0.5%	0.0%	100.0%	0.0%	0.0%	20.0%	80.0%	0.0%	0.0%
297	7080	GERSHWIN	16	0.0%	18.8%	9.4%	71.9%	43.9%	0.0%	99.7%	0.3%	0.0%	27.0%	72.0%	0.0%	0.0%
298	5160	GOETHALS ED/VOC	16	0.0%	5.3%	15.8%	78.9%	36.9%	0.0%	100.0%	0.0%	0.0%	23.0%	76.0%	0.0%	0.0%
299	7050	GUGGENHEIM	16	0.0%	5.3%	5.3%	89.5%	62.5%	0.0%	100.0%	0.0%	0.0%	22.0%	77.0%	0.0%	0.0%
300	4040	HOOKWAY *	16	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
301	6580	LOW UPP/MIDD	16	0.0%	31.6%	15.8%	52.6%	16.6%	0.0%	100.0%	0.0%	0.0%	19.0%	80.0%	0.0%	0.0%
302	6870	REED	16	5.1%	10.3%	23.1%	61.5%	29.5%	0.0%	100.0%	0.0%	0.0%	26.0%	70.0%	0.0%	2.0%
303	7760	STAGG	16	10.8%	16.2%	13.5%	59.5%	19.5%	0.0%	100.0%	0.0%	0.0%	23.0%	76.0%	0.0%	0.0%
304	6390	WENTWORTH	16	2.2%	8.9%	13.3%	75.6%	52.6%	0.0%	99.8%	0.1%	0.1%	26.0%	73.0%	0.0%	0.0%
305	7260	WESCOTT	16	0.0%	6.9%	17.2%	75.9%	27.9%	0.0%	100.0%	0.0%	0.0%	27.0%	72.0%	0.0%	0.0%
306	2130	AVALON PARK	17	0.0%	5.9%	5.9%	88.2%	47.2%	0.0%	100.0%	0.0%	0.0%	31.0%	65.0%	2.0%	0.0%
307	2340	BRADWELL	17	1.6%	12.7%	7.9%	77.8%	64.8%	0.1%	99.9%	0.0%	0.0%	26.0%	73.0%	0.0%	0.0%
308	2430	BRYN MAWR	17	3.0%	19.2%	28.3%	49.5%	29.5%	0.0%	100.0%	0.0%	0.0%	23.0%	76.0%	0.0%	0.0%
309	2580	CALDWELL	17	0.0%	6.1%	21.2%	72.7%	38.7%	0.0%	99.5%	0.3%	0.2%	27.0%	72.0%	0.0%	0.0%
310	2830	COLES	17	0.0%	12.1%	18.2%	69.7%	52.7%	0.1%	95.9%	3.9%	0.0%	28.0%	71.0%	0.0%	0.0%
311	2920	CORNELL *	17	ERR	ERR	ERR	ERR	ERR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
312	3010	DENEEN	17	0.0%	11.4%	28.6%	60.0%	22.0%	0.0%	99.5%	0.6%	0.0%	33.0%	66.0%	0.0%	0.0%
313	3040	DIXON	17	0.0%	3.4%	34.5%	62.1%	21.1%	0.0%	100.0%	0.0%	0.0%	30.0%	69.0%	0.0%	0.0%
314	4570	MADISON -O	17	0.0%	14.7%	20.6%	64.7%	35.7%	0.0%	100.0%	0.0%	0.0%	22.0%	77.0%	0.0%	0.0%
315	4610	MANN	17	0.0%	7.3%	12.2%	80.5%	59.5%	0.0%	100.0%	0.0%	0.0%	20.0%	79.0%	0.0%	0.0%
316	5060	NEIL	17	0.0%	15.4%	48.7%	35.9%	-21.1%	0.0%	100.0%	0.0%	0.0%	55.0%	45.0%	0.0%	0.0%
317	5180	O'KEEFE	17	0.0%	9.8%	23.5%	66.7%	47.7%	0.0%	100.0%	0.0%	0.0%	18.0%	81.0%	0.0%	0.0%
318	5290	PARK MANOR	17	3.4%	13.8%	27.6%	55.2%	8.2%	0.0%	100.0%	0.0%	0.0%	28.0%	71.0%	0.0%	0.0%
319	5300	PARKSIDE CMM ACY	17	0.0%	8.6%	28.6%	62.9%	43.9%	0.0%	100.0%	0.0%	0.0%	20.0%	76.0%	0.0%	2.0%
320	7010	POWELL	17	0.0%	3.0%	18.2%	78.8%	53.8%	0.0%	99.7%	0.2%	0.0%	26.0%	73.0%	0.0%	0.0%
321	5610	REVERE	17	0.0%	18.4%	26.3%	55.3%	11.3%	0.0%	100.0%	0.0%	0.0%	25.0%	75.0%	0.0%	0.0%
322	5660	RUGGLES	17	0.0%	4.3%	17.4%	78.3%	24.3%	0.0%	100.0%	0.0%	0.0%	31.0%	68.0%	0.0%	0.0%
323	6900	SBARBARO	17	0.0%	12.5%	28.1%	59.4%	23.4%	0.0%	100.0%	0.0%	0.0%	26.0%	73.0%	0.0%	0.0%
324	6100	SULLIVAN	17	0.0%	17.6%	20.6%	61.8%	34.8%	3.2%	22.8%	73.9%	0.1%	40.0%	40.0%	17.0%	2.0%
325	2150	BARNARD	18	5.6%	27.8%	11.1%	55.6%	-0.4%	24.7%	75.3%	0.0%	0.0%	55.0%	44.0%	C.0%	0.0%
326	2360	BRENNAN	18	2.3%	7.0%	18.6%	72.1%	60.1%	0.1%	99.8%	0.1%	0.0%	40.0%	59.0%	0.0%	0.0%
327	2820	CLISSOLD	18	0.0%	7.4%	37.0%	55.6%	-6.4%	61.3%	36.2%	1.0%	1.5%	64.0%	35.0%	0.0%	0.0%
328	3250	ESMOND	18	3.2%	3.2%	22.6%	71.0%	51.0%	0.0%	98.9%	0.8%	0.3%	45.0%	54.0%	0.0%	0.0%
329	7990	EVERS	18	8.7%	4.3%	21.7%	65.2%	9.2%	0.0%	99.5%	0.5%	0.0%	32.0%	68.0%	0.0%	0.0%

Table A-7b:
Teacher Experience and Other School Characteristics
Comparing 1977-78 and 1985-86, Chicago Public Schools

	UNIT	SCHOOL	DIST	TEACHER YEARS EXPERIENCE, 1986				CHANGE OVER 12 EXPER	STUDENTS RACE, 1986				TEACHERS RACE, 1986			
				Under One	One to Five	Six to Twelve	Over Twelve		PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
330	3330	FERNWOOD	18	0.0%	13.0%	21.7%	65.2%	23.2%	0.0%	100.0%	0.0%	0.0%	26.0%	73.0%	0.0%	0.0%
331	3400	FORT DEARBORN	18	0.0%	8.5%	14.9%	76.6%	54.6%	0.0%	100.0%	0.0%	0.0%	27.0%	72.0%	0.0%	0.0%
332	5420	GARVEY	18	0.0%	4.0%	8.0%	88.0%	58.0%	0.0%	100.0%	0.0%	0.0%	30.0%	69.0%	0.0%	0.0%
333	4410	GREEN	18	0.0%	22.7%	9.1%	68.2%	49.2%	0.0%	100.0%	0.0%	0.0%	19.0%	80.0%	0.0%	0.0%
334	3670	GRESHAM	18	0.0%	0.0%	17.2%	82.8%	59.8%	0.0%	100.0%	0.0%	0.0%	41.0%	58.0%	0.0%	0.0%
335	7210	HIGGINS CMM ACDY	18	0.0%	5.9%	32.4%	61.8%	13.8%	0.0%	98.6%	1.4%	0.0%	38.0%	61.0%	0.0%	0.0%
336	8090	JACKSON, M	18	2.4%	17.1%	26.8%	53.7%	35.7%	0.3%	98.4%	1.2%	0.0%	34.0%	62.0%	0.0%	2.0%
337	4240	KELLOGG	18	0.0%	0.0%	41.7%	58.3%	32.3%	56.3%	42.6%	0.7%	0.4%	56.0%	37.0%	6.0%	0.0%
338	4350	KIPLING	18	0.0%	11.8%	11.8%	76.5%	21.5%	0.0%	100.0%	0.0%	0.0%	36.0%	63.0%	0.0%	0.0%
339	4830	MORGAN	18	0.0%	13.5%	27.0%	59.5%	15.5%	0.0%	100.0%	0.0%	0.0%	39.0%	60.0%	0.0%	0.0%
340	4940	MOUNT GREENWOOD	18	0.0%	6.5%	29.0%	64.5%	-4.5%	54.3%	34.1%	1.1%	0.4%	53.0%	46.0%	0.0%	0.0%
341	4980	MOUNT VERNON	18	0.0%	20.0%	20.0%	60.0%	0.0%	0.0%	100.0%	0.0%	0.0%	23.0%	76.0%	0.0%	0.0%
342	5040	NANSEN	18	0.0%	4.2%	33.3%	62.5%	45.5%	0.0%	100.0%	0.0%	0.0%	34.0%	65.0%	0.0%	0.0%
343	5670	RYDER	18	0.0%	3.3%	33.3%	63.3%	30.3%	1.0%	98.6%	0.2%	0.2%	30.0%	69.0%	0.0%	0.0%
344	5930	SHOOP	18	0.0%	10.8%	18.9%	70.3%	15.3%	0.0%	100.0%	0.0%	0.0%	26.0%	73.0%	0.0%	0.0%
345	6120	SUTHERLAND	18	0.0%	9.1%	27.3%	63.6%	-6.4%	53.9%	45.2%	0.7%	0.2%	66.0%	33.0%	0.0%	0.0%
346	6250	VANDERPOEL MAG	18	0.0%	6.7%	20.0%	73.3%	44.3%	24.6%	74.4%	0.0%	0.0%	58.0%	41.0%	0.0%	0.0%
347	6400	W. PULLMAN	18	0.0%	6.3%	20.8%	72.9%	47.9%	0.0%	99.8%	0.2%	0.0%	34.0%	65.0%	0.0%	0.0%
348	8030	WACKER	18	0.0%	0.0%	13.3%	86.7%	28.7%	0.0%	100.0%	0.0%	0.0%	43.0%	56.0%	0.0%	0.0%
349	6420	WHISTLER	18	5.6%	13.9%	30.6%	50.0%	13.0%	0.2%	99.8%	0.0%	0.0%	29.0%	70.0%	0.0%	0.0%
350	6402	WHITE BR. W PULL	18	0.0%	0.0%	25.0%	75.0%	50.0%	0.0%	96.5%	3.5%	0.0%	35.0%	64.0%	0.0%	0.0%
351	2020	ADDAMS	19	0.0%	23.5%	11.8%	64.7%	2.7%	55.0%	10.0%	34.4%	0.5%	68.0%	26.0%	5.0%	0.0%
352	2280	BENNETT	19	0.0%	8.3%	16.7%	75.0%	19.0%	0.5%	98.8%	0.7%	0.0%	32.0%	68.0%	0.0%	0.0%
353	7860	BLACK MAG	19	0.0%	11.8%	5.9%	82.4%	25.4%	23.5%	61.3%	8.3%	6.9%	42.0%	57.0%	0.0%	0.0%
354	2390	BRIGHT	19	0.0%	9.7%	22.6%	67.7%	41.7%	9.8%	17.4%	72.7%	0.0%	50.0%	34.0%	15.0%	0.0%
355	2520	BURNSIDE ACDMY	19	2.6%	10.5%	31.6%	55.3%	14.3%	1.3%	95.4%	3.1%	0.1%	29.0%	70.0%	0.0%	0.0%
356	3490	GALLISTEL LG ACY	19	0.0%	16.7%	30.6%	52.8%	10.8%	43.2%	17.0%	39.3%	0.5%	38.0%	56.0%	5.0%	0.0%
357	7660	GILLESPIE UPPER	19	6.3%	12.5%	15.6%	65.6%	12.6%	0.0%	100.0%	0.0%	0.0%	18.0%	81.0%	0.0%	0.0%
358	4550	LUELLA	19	3.3%	3.3%	13.3%	80.0%	55.0%	0.9%	98.9%	0.2%	0.0%	26.0%	73.0%	0.0%	0.0%
359	4630	MARSH	19	11.1%	16.7%	16.7%	55.6%	-1.4%	17.0%	0.0%	82.4%	0.5%	55.0%	40.0%	5.0%	0.0%
360	5380	PERRY	19	3.1%	0.0%	25.0%	71.9%	47.9%	0.2%	98.2%	1.3%	0.3%	31.0%	68.0%	0.0%	0.0%
361	5950	SCHMID	19	0.0%	9.1%	0.0%	90.9%	81.9%	0.0%	100.0%	0.0%	0.0%	33.0%	60.0%	0.0%	6.0%
362	2281	SHEDD BR	19	0.0%	0.0%	0.0%	100.0%	44.0%	0.0%	100.0%	0.0%	0.0%	33.0%	66.0%	0.0%	0.0%
363	5880	SHERIDAN	19	1.1%	4.3%	31.2%	63.4%	22.4%	0.1%	9.4%	90.5%	0.0%	51.0%	28.0%	18.0%	1.0%
364	3870	SMITH	19	3.0%	0.0%	6.1%	90.9%	47.9%	0.0%	98.5%	1.4%	0.0%	33.0%	66.0%	0.0%	0.0%
365	6150	TAYLOR	19	7.4%	7.4%	33.3%	51.9%	18.9%	41.4%	6.5%	52.0%	0.0%	55.0%	33.0%	11.0%	0.0%
366	6180	THORP	19	0.0%	15.9%	29.5%	54.5%	-6.5%	0.3%	59.6%	39.8%	0.2%	33.0%	52.0%	14.0%	0.0%
367	7630	THORP ED/VOC CTR	19	0.0%	0.0%	50.0%	50.0%	16.0%	0.0%	75.0%	25.0%	0.0%	50.0%	50.0%	0.0%	0.0%
368	6350	WARREN	19	0.0%	0.0%	37.5%	62.5%	32.5%	0.0%	99.6%	0.4%	0.0%	22.0%	77.0%	0.0%	0.0%
369	2700	CARVER MIDD	20	2.1%	20.8%	18.8%	58.3%	36.3%	0.1%	99.8%	0.1%	0.0%	26.0%	74.0%	0.0%	0.0%
370	2790	CLAY	20	0.0%	13.8%	17.2%	69.0%	-4.0%	53.1%	34.8%	10.5%	1.6%	46.0%	53.0%	0.0%	0.0%
371	4100	CULLEN	20	0.0%	5.6%	22.2%	72.2%	69.2%	0.0%	100.0%	0.0%	0.0%	33.0%	66.0%	0.0%	0.0%
372	3160	CURTIS	20	0.0%	10.6%	23.4%	66.0%	55.0%	0.1%	94.1%	5.9%	0.0%	29.0%	66.0%	3.0%	0.0%
373	8010	DUBOIS	20	0.0%	3.8%	15.4%	80.8%	64.8%	0.0%	97.6%	2.4%	0.0%	30.0%	69.0%	0.0%	0.0%
374	6050	DUNNE	20	5.6%	11.1%	11.1%	72.2%	52.2%	0.0%	100.0%	0.0%	0.0%	30.0%	70.0%	0.0%	0.0%
375	3570	GOMPERS	20	0.0%	4.3%	26.1%	69.6%	47.6%	0.2%	99.8%	0.0%	0.0%	29.0%	70.0%	0.0%	0.0%
376	3580	GRISSOM	20	0.0%	6.3%	37.5%	56.3%	9.3%	44.7%	45.4%	9.9%	0.0%	52.0%	47.0%	0.0%	0.0%
377	4360	KOHN	20	4.3%	4.3%	17.4%	73.9%	56.9%	0.0%	100.0%	0.0%	0.0%	30.0%	70.0%	0.0%	0.0%
378	5530	PULLMAN	20	0.0%	17.6%	26.5%	55.9%	30.9%	3.0%	66.4%	30.6%	0.0%	30.0%	61.0%	8.0%	0.0%
379	5740	SCANLAN	20	2.6%	12.8%	35.9%	48.7%	34.7%	0.1%	99.9%	0.0%	0.0%	19.0%	80.0%	0.0%	0.0%
380	6260	VON VLISSINGEN	20	0.0%	15.7%	17.6%	66.7%	52.7%	0.0%	100.0%	0.0%	0.0%	30.0%	69.0%	0.0%	0.0%
381	6360	WASHINGTON SCH	20	0.0%	0.0%	21.1%	78.9%	14.9%	51.6%	28.7%	19.5%	0.3%	0.0%	0.0%	0.0%	0.0%

Table A-8:
Change in School Characteristics, 1978 to 1986

	UNIT	SCHOOL	DIST	1977-78 ENROLL-MENT GRADE 8	1985-86 GRADE 8 ENROLLED & TESTED	CHANGE IN ENROLLED & TESTED	BELOW NORMAL READING Percent Stanine 1 - 3	Percent Lowest Quartile	Change 1978-86	PERCENT LOW INCOME 1978	1986	Change 1978-86	MEDIAN READING SCORES GRADE 8 1978	GRADE 8 1986	Change 1978-86
1	2190	BATEMAN	1	68	76	8	22.2%	16.3%	-5.9%	18.7%	19.6%	1.0%	8.6	8.6	0.0
2	2240	BEAUBIEN	1	49	48	-1	14.3%	29.2%	14.9%	4.5%	6.9%	2.4%	8.4	8.3	-0.1
3	2260	BELDING	1	39	54	15	41.0%	14.8%	-26.2%	11.3%	0.0%	-11.3%	8.1	n/a	n/a
4	2380	BRIDGE	1	33	43	10	36.4%	16.3%	-20.1%	17.5%	5.6%	-11.9%	9.0	8.8	-0.2
5	2440	BUDLONG	1	67	75	8	17.7%	17.3%	-0.4%	6.4%	13.5%	7.1%	8.1	8.6	0.5
6	2620	CANTY	1	34	48	14	24.2%	18.8%	-5.4%	4.4%	9.3%	4.9%	8.5	8.6	0.1
7	2800	CLEVELAND	1	37	51	14	25.7%	29.4%	3.7%	5.5%	9.5%	4.0%	8.0	8.2	0.2
8	2950	DIRKSEN	1	36	76	40	11.1%	14.5%	3.4%	2.8%	9.8%	7.0%	9.1	9.0	-0.1
9	3150	EBINGER	1	57	35	-22	12.7%	25.7%	13.0%	3.2%	11.1%	7.9%	9.0	8.6	-0.4
10	3170	EDGEBROOK	1	20	20	0	0.0%	25.0%	25.0%	1.7%	3.9%	2.2%	10.1	8.4	-1.7
11	3180	EDISON *	1	31	29	-2	26.7%	0.0%	-26.7%	0.9%	24.8%	23.9%	8.5	11.0	2.5
12	3280	FARNSWORTH	1	46	39	-7	4.3%	5.1%	0.8%	3.1%	8.4%	5.3%	9.3	9.5	0.2
13	3510	GARVEY	1	60	32	-28	5.3%	31.3%	26.0%	2.1%	2.6%	0.5%	7.7	8.5	0.8
14	3810	HAUGEN	1	121	158	37	31.5%	31.0%	-0.5%	15.6%	21.7%	6.1%	8.0	8.6	0.6
15	3940	HENRY	1	61	73	12	28.3%	19.2%	-9.1%	13.5%	19.0%	5.5%	7.7	8.8	1.1
16	4010	HITCH	1	57	51	-6	8.9%	19.6%	10.7%	2.2%	3.0%	0.8%	9.1	9.0	-0.1
17	5020	MURPHY	1	48	63	15	25.0%	19.0%	-6.0%	9.5%	13.1%	3.7%	8.6	9.0	0.4
18	5120	NORWOOD PARK	1	17	17	0	5.9%	11.8%	5.9%	2.1%	3.1%	1.1%	9.1	9.0	-0.1
19	5190	ONAHAN	1	48	30	-18	8.5%	20.0%	11.5%	2.4%	4.9%	2.5%	9.5	8.7	-0.8
20	5200	ORIOLE PARK	1	28	19	-9	7.1%	15.8%	8.7%	2.0%	5.0%	3.0%	9.2	9.1	-0.1
21	5260	PALMER	1	52	61	9	13.7%	16.5%	2.7%	4.4%	8.0%	3.6%	8.6	9.1	0.5
22	5410	PETERSON	1	46	65	19	16.7%	15.4%	-1.3%	2.7%	5.5%	2.8%	9.7	9.5	-0.2
23	5490	PORTAGE PARK	1	58	81	23	10.7%	17.3%	6.6%	5.7%	6.6%	0.9%	9.1	9.0	-0.1
24	5510	PRUSSING	1	43	37	-6	9.3%	21.6%	12.3%	4.2%	6.1%	1.9%	9.5	8.3	-1.2
25	5690	SAUGANASH	1	22	31	9	13.6%	9.7%	-3.9%	2.1%	12.9%	10.8%	9.7	9.7	0.0
26	5960	SMYSER	1	37	38	1	16.7%	13.2%	-3.5%	20.0%	2.4%	-17.6%	8.2	8.8	0.6
27	5980	SOLOMON	1	23	28	5	10.0%	10.7%	0.7%	0.4%	7.4%	7.0%	9.6	9.5	-0.1
28	6190	THORP ACDMY	1	35	77	42	20.6%	11.7%	-8.9%	51.4%	31.9%	-19.5%	6.8	9.0	2.2
29	6270	VOLTA	1	46	59	13	29.5%	16.9%	-12.6%	13.3%	11.2%	-2.1%	8.1	9.3	1.2
30	6290	VON STEUBEN IN\UP	1	122	108	-14	41.4%	47.2%	5.8%	20.4%	24.4%	4.0%	8.0	7.8	-0.2
31	6370	WATERS	1	58	53	-5	34.0%	20.8%	-13.2%	16.4%	19.3%	2.9%	7.3	9.0	1.7
32	6470	WILDWOOD	1	13	11	-2	0.0%	9.1%	9.1%	1.0%	3.7%	2.7%	10.1	10.3	0.2
33	4590	ARAI	2	187	282	95	55.6%	48.6%	-7.0%	52.6%	51.9%	-0.7%	6.5	7.4	0.9
34	2080	ARMSTRONG	2	45	67	22	7.1%	14.9%	7.8%	9.2%	10.1%	0.9%	9.3	9.3	0.0
35	2320	BOONE	2	76	86	10	9.2%	18.6%	9.4%	2.0%	5.8%	3.8%	9.4	9.7	0.3
36	2750	CHAPPELL	2	31	49	18	31.0%	18.8%	-12.2%	14.0%	13.0%	-1.0%	8.1	9.0	0.9
37	2810	CLINTON	2	72	87	15	11.9%	19.5%	7.6%	5.2%	10.0%	4.8%	9.8	9.4	-0.4
38	8000	DISNEY MAGNET	2	82	123	41	31.7%	18.7%	-13.0%	0.0%	37.9%	37.9%	n/a	9.0	n/a
39	3350	FIELD	2	45	87	42	20.0%	32.2%	12.2%	11.8%	19.2%	7.4%	8.5	8.6	0.1
40	3480	GALE COMM ACDMY	2	58	64	6	63.0%	17.2%	-45.8%	24.7%	52.0%	27.3%	6.2	8.6	2.4
41	3590	GOUDY	2	49	74	25	43.6%	39.2%	-4.4%	47.3%	54.9%	7.6%	6.4	7.7	1.3
42	2730	GREELEY *	2	32	52	20	45.2%	28.8%	-16.4%	36.9%	48.8%	11.9%	6.5	8.6	2.1
43	3850	HAYT	2	54	71	17	31.3%	28.2%	-3.1%	16.3%	13.2%	-3.1%	9.0	8.5	-0.5
44	4180	JAMIESON	2	72	70	-2	11.3%	24.3%	13.0%	4.6%	8.9%	4.3%	9.7	9.7	0.0
45	4300	KILMER	2	52	66	14	22.4%	43.9%	21.5%	11.3%	18.8%	7.5%	8.7	8.2	-0.5
46	4800	MCPHERSON	2	101	104	3	51.7%	26.0%	-25.7%	17.3%	29.9%	12.6%	7.1	8.6	1.5
47	5360	PEIRCE	2	67	92	25	19.7%	38.0%	18.3%	22.0%	24.7%	2.7%	8.1	8.3	0.2
48	5630	ROGERS	2	64	34	-30	8.1%	5.9%	-2.2%	1.3%	7.5%	6.2%	9.3	10.1	0.8
49	6070	STONE ACDMY	2	30	63	33	28.6%	7.9%	-20.7%	5.9%	15.1%	9.2%	8.9	9.5	0.6
50	6130	SWIFT	2	43	76	33	43.6%	23.7%	-19.9%	35.1%	43.1%	8.0%	6.8	8.0	1.2
51	6230	TRUMBULL	2	91	96	5	61.6%	35.4%	-26.2%	24.7%	32.0%	7.3%	7.4	8.0	0.6
52	2030	AGASSIZ	3	31	34	3	41.4%	26.5%	-14.9%	31.9%	27.2%	-4.7%	7.8	7.8	0.0
53	2040	ALCOTT	3	26	23	-3	26.1%	13.0%	-13.1%	21.7%	28.3%	6.6%	8.4	8.2	-0.2
54	2110	AUDUBON	3	50	63	13	34.8%	19.0%	-15.8%	20.2%	25.7%	5.5%	7.4	8.5	1.1
55	2270	BELL	3	42	54	12	8.3%	5.6%	-2.7%	7.6%	16.5%	8.9%	8.2	11.2	3.0
56	2300	BLAINE *	3	77	67	-10	20.8%	28.4%	7.6%	30.1%	32.9%	2.8%	8.0	8.2	0.2
57	2470	BURLEY	3	43	38	-5	47.4%	31.6%	-15.8%	37.4%	28.6%	-8.8%	8.2	7.6	-0.6
58	2560	BYRD COMM ACDMY	3	47	58	11	35.6%	50.0%	14.4%	60.7%	87.2%	26.5%	7.0	7.6	0.6
59	6670	COOLEY EVGC *	3	12		-12	0.0%	0.0%	0.0%	91.7%	0.0%	-91.7%	n/a	n/a	n/a
60	2880	COONLEY	3	52	35	-17	44.9%	22.9%	-22.0%	15.6%	16.1%	0.5%	7.8	8.6	0.8
61	3420	FRANKLIN BRANCH	3	21	59	38	68.4%	6.8%	-61.6%	0.0%	39.8%	39.8%	n/a	9.4	n/a
62	3730	HAMILTON	3	34	39	5	19.4%	28.2%	8.8%	28.0%	21.2%	-6.8%	8.1	8.0	-0.1
63	3830	HAWTHORNE ACDMY	3	51	36	-15	55.8%	8.3%	-47.5%	38.7%	30.3%	-8.3%	6.9	9.7	2.8
64	4890	INTER-AMER MAG	3	28	49	21	46.2%	16.3%	-29.9%	0.0%	28.6%	28.6%	n/a	10.0	n/a

Table A-8:
Change in School Characteristics, 1978 to 1986

	UNIT	SCHOOL	DIST	1977-78 ENROLL-MENT GRADE 8	1985-86 GRADE 8 ENROLLED & TESTED	CHANGE IN ENROLLED & TESTED	BELOW NORMAL READING			PERCENT LOW INCOME			MEDIAN READING SCORES		
							Percent Stanine 1 - 3	Percent Lowest Quartile	Change 1978-86	1978	1986	Change 1978-86	GRADE 8 1978	GRADE 8 1986	Change 1978-86
65	4200	JENNER	3	95	84	-11	65.2%	33.3%	-31.9%	81.8%	83.9%	2.1%	5.6	7.6	2.0
66	4420	LASALLE LNG ACDY	3	13	45	32	46.2%	2.2%	-44.0%	28.1%	30.6%	2.5%	7.6	10.3	2.7
67	4440	LEMOYNE	3	44	31	-13	54.5%	38.7%	-15.8%	56.3%	34.9%	-21.4%	6.9	8.0	1.1
68	4480	LINCOLN	3	14	77	63	0.0%	3.9%	3.9%	4.4%	14.9%	10.5%	9.7	10.3	0.6
69	4580	MANIERRE	3	44	57	13	50.0%	28.1%	-21.9%	61.3%	49.1%	-12.2%	7.8	7.8	0.0
70	4680	MAYER	3	35	58	23	53.1%	19.0%	-34.1%	39.0%	24.1%	-14.9%	7.8	8.8	1.0
71	5010	MULLIGAN	3	20	30	10	70.0%	40.0%	-30.0%	59.9%	46.6%	-13.3%	6.3	7.4	1.1
72	5070	NETTLEHORST	3	37	35	-2	33.3%	34.3%	1.0%	28.2%	24.4%	-3.8%	7.7	7.8	0.1
73	5080	NEWBERRY MAG	3	24	57	33	56.5%	8.8%	-47.7%	75.7%	35.4%	-40.3%	6.3	9.8	3.5
74	5150	OGDEN	3	25	46	21	10.0%	0.0%	-10.0%	8.3%	8.1%	-0.2%	10.1	10.8	0.7
75	5550	RAVENSWOOD	3	44	52	8	38.1%	30.8%	-7.3%	27.9%	30.3%	2.4%	7.5	8.3	0.8
76	5760	VON SCHILLER	3	49	88	39	54.5%	46.6%	-7.9%	0.0%	3.0%	3.0%	n/a	7.6	n/a
77	2160	BARRY	4	27	70	43	25.9%	14.3%	-11.6%	6.9%	14.8%	7.9%	7.8	8.7	0.9
78	2470	BURNHAM	4	30	107	77	46.7%	21.5%	-25.2%	23.9%	20.8%	-3.1%	8.1	9.4	1.3
79	3020	DEVER	4	55	55	0	27.3%	34.5%	7.2%	0.0%	27.8%	27.8%	n/a	8.5	n/a
80	3270	FALCONER	4	50	83	33	37.5%	14.0%	-23.5%	9.3%	23.3%	14.0%	8.0	8.5	0.5
81	3620	GRAY	4	63	77	14	14.3%	19.5%	5.2%	6.8%	17.5%	10.7%	9.1	8.5	-0.6
82	3840	HAY COMM ACDMY	4	124	159	35	61.0%	49.7%	-11.3%	50.0%	33.8%	-16.2%	6.0	7.8	1.8
83	4060	HOWE	4	84	102	18	79.3%	31.4%	-47.9%	52.7%	52.8%	0.1%	5.3	8.3	3.0
84	4450	LEWIS	4	61	51	-10	46.6%	21.6%	-25.0%	17.9%	24.3%	6.5%	6.8	8.6	1.8
85	4500	LLOYD	4	53	60	7	22.4%	21.7%	-0.7%	11.0%	17.8%	6.8%	7.6	8.3	0.7
86	4510	LOCKE	4	69	77	8	39.1%	31.2%	-7.9%	18.3%	15.0%	-3.3%	8.3	8.0	-0.3
87	4530	LOVETT	4	23	59	36	27.3%	25.4%	-1.9%	7.9%	22.5%	14.7%	7.9	8.8	0.9
88	4560	LYON	4	33	47	14	16.1%	14.9%	-1.2%	33.6%	6.5%	-27.1%	8.7	8.8	0.1
89	5600	REINBERG	4	29	31	2	20.7%	32.3%	11.6%	5.4%	11.9%	6.5%	8.8	8.3	-0.5
90	5720	SAYRE LANG ACDMY	4	45	25	-20	13.3%	12.0%	-1.3%	12.1%	32.5%	20.4%	7.9	8.5	0.6
91	5730	SCAMMON	4	36	59	23	25.7%	23.7%	-2.0%	12.1%	8.6%	-3.5%	9.2	8.8	-0.4
92	5800	SCHUBERT	4	59	60	1	24.1%	26.7%	2.6%	5.8%	14.9%	9.1%	8.6	8.2	-0.4
93	6520	YOUNG, EF	4	72	60	-12	26.8%	20.0%	-6.8%	10.5%	25.4%	14.9%	8.4	8.4	0.0
94	2140	AVONDALE	5	70	94	24	35.4%	56.4%	21.0%	17.3%	37.6%	20.3%	7.0	7.1	0.1
95	2370	BRENTANO	5	87	104	17	51.8%	36.5%	-15.3%	30.0%	28.8%	-1.2%	7.2	8.0	0.8
96	2610	CAMERON	5	86	127	41	42.9%	57.5%	14.6%	46.3%	48.4%	2.1%	6.5	7.3	0.8
97	2960	DARWIN	5	92	117	25	56.5%	54.7%	-1.8%	46.1%	48.4%	2.3%	6.0	7.8	1.8
98	3460	FUNSTON	5	63	114	51	27.6%	41.2%	13.6%	34.2%	45.7%	11.5%	7.1	7.5	0.4
99	4150	IRVING PK: NIXON	5	32	29	-3	6.3%	37.9%	31.7%	0.0%	38.4%	38.4%	n/a	7.8	n/a
100	4170	JAHN	5	50	75	25	36.2%	28.0%	-8.2%	23.5%	33.0%	9.5%	7.4	8.5	1.1
101	4540	LOWELL	5	75	133	58	54.5%	51.1%	-3.4%	59.2%	59.5%	0.3%	5.4	7.2	1.8
102	4850	MONROE	5	55	81	26	39.2%	25.9%	-13.3%	22.1%	27.6%	5.5%	8.0	8.6	0.6
103	6800	MORTON UPPER	5	175	143	-32	83.4%	58.0%	-25.4%	70.0%	64.1%	-5.9%	5.1	7.2	2.1
104	5000	MOZART	5	81	88	7	40.3%	0.3%	-40.0%	26.9%	27.4%	0.5%	6.7	7.8	1.1
105	5100	NIXON	5	76	92	16	38.5%	23.9%	-14.6%	23.5%	32.7%	9.2%	6.9	8.8	1.9
106	5110	NOBEL	5	22	26	4	55.0%	46.2%	-8.8%	25.1%	45.6%	20.5%	6.8	7.5	0.7
107	7400	PICCOLO MIDD	5	167	263	96	48.7%	46.4%	-2.3%	39.6%	45.8%	6.2%	6.4	7.6	1.2
108	5500	PRESCOTT	5	31	41	10	19.4%	29.3%	9.9%	30.8%	43.2%	12.4%	7.7	8.2	0.5
109	5520	PULASKI	5	99	117	18	46.2%	41.9%	-4.3%	40.4%	52.0%	11.6%	6.4	7.6	1.2
110	5590	REILLY	5	45	52	7	18.6%	17.3%	-1.3%	19.4%	12.8%	-6.6%	8.5	8.8	0.3
111	5680	RYERSON	5	113	58	-55	68.6%	44.8%	-23.8%	58.9%	60.5%	1.6%	6.1	7.8	1.7
112	5790	SCHNEIDER	5	35	37	2	37.5%	35.1%	-2.4%	55.7%	64.2%	8.5%	7.1	8.2	1.1
113	6080	STOWE	5	69	139	70	49.3%	43.2%	-6.1%	43.3%	54.7%	11.4%	6.3	8.0	1.7
114	6430	TENNYSON EVGC *	5	127		-127	95.8%	0.0%	-95.8%	47.8%	0.0%	-47.8%	n/a	n/a	n/a
115	3560	VON GOETHE	5	53	69	16	40.0%	29.0%	-11.0%	0.0%	46.7%	46.7%	n/a	8.0	n/a
116	4490	VON LINNE	5	41	55	14	42.1%	23.6%	-18.5%	0.0%	22.8%	22.8%	n/a	8.2	n/a
117	5470	WARD	5	54	33	-21	66.0%	42.4%	-23.6%	64.2%	66.1%	1.9%	6.1	7.6	1.5
118	2060	ANDERSON	6	63	64	1	61.3%	40.3%	-21.0%	53.2%	62.6%	9.4%	5.7	7.9	2.2
119	2061	ANDERSON EVGC	6	45	62	17	87.1%	40.3%	-46.8%	54.5%	50.6%	-3.9%	n/a	5.4	n/a
120	2530	BURR	6	39	39	0	36.1%	25.6%	-10.5%	43.1%	51.0%	8.0%	6.5	9.0	2.5
121	2640	CARPENTER	6	80	69	-11	68.1%	44.9%	-23.2%	48.2%	54.7%	6.5%	5.7	7.4	1.7
122	2760	CHASE	6	36	74	38	47.2%	39.2%	-8.0%	43.6%	48.9%	5.3%	6.5	8.2	1.7
123	7640	CHOPIN UPPER *	6	171	169	-2	65.2%	47.9%	-17.3%	52.3%	52.6%	0.3%	6.0	6.9	0.9
124	7420	DE DIEGO CMM ACY	6	156	145	-11	77.9%	34.5%	-43.4%	0.0%	58.7%	58.7%	n/a	8.2	n/a
125	3120	DRUMMOND	6	27	31	4	52.2%	29.0%	-23.2%	37.3%	42.5%	5.2%	6.1	8.0	1.9
126	4380	KOSCIUSZKO	6	57	79	22	52.1%	26.6%	-25.5%	47.2%	53.5%	6.3%	6.3	7.8	1.5
127	4840	MITCHELL	6	45	64	19	38.9%	42.2%	3.3%	31.8%	47.5%	15.7%	6.5	8.3	1.8
128	5220	OTIS	6	45	62	17	45.2%	37.1%	-8.1%	47.5%	53.2%	5.8%	6.9	8.0	1.1
129	5330	PEABODY	6	38	64	26	51.9%	32.8%	-19.1%	44.1%	44.4%	0.3%	6.4	7.8	1.4
130	6460	PRITZKER	6	29	48	19	45.8%	33.3%	-12.5%	-1.0%	55.9%	56.9%	n/a	8.5	n/a
131	6140	TALCOTT	6	67	52	-15	42.0%	28.8%	-13.2%	42.1%	54.3%	12.2%	7.1	8.1	1.0
132	6281	VON HUMBOLDT BR	6	156	150	-6	78.9%	66.0%	-12.9%	0.0%	0.0%	0.0%	n/a	n/a	n/a
133	7740	YATES UPPER *	6	158	166	8	68.2%	43.4%	-24.8%	45.0%	57.4%	12.4%	5.9	7.7	1.8
134	6620	CLARK MIDDLE	7	278	192	-86	59.1%	37.0%	-22.1%	64.2%	52.8%	-11.4%	5.6	7.7	2.1
135	6630	DOUGLASS MIDDLE	7	297	265	-32	63.3%	42.0%	-21.3%	64.1%	54.6%	-9.5%	5.9	7.4	1.5
136	3230	EMMET	7	121	102	-19	70.3%	53.9%	-16.4%	48.4%	47.6%	-0.8%	5.8	7.6	1.8
137	3240	ERICSON	7	62	47	-15	62.3%	46.8%	-15.5%	72.0%	0.0%	-72.0%	6.5	n/a	n/a

Table A-8:
Change in School Characteristics, 1978 to 1986

	UNIT SCHOOL	DIST	1977-78 ENROLL-MENT GRADE 8	1985-86 GRADE 8 ENROLLED & TESTED	CHANGE IN ENROLLED & TESTED	BELOW NORMAL READING Percent Stanine 1 - 3	BELOW NORMAL READING Percent Lowest Quartile	BELOW NORMAL READING Change 1978-86	PERCENT LOW INCOME 1978	PERCENT LOW INCOME 1986	PERCENT LOW INCOME Change 1978-86	MEDIAN READING SCORES GRADE 8 1978	MEDIAN READING SCORES GRADE 8 1986	MEDIAN READING SCORES Change 1978-86
138	7330 LAWNDALE *	7	105		-105	66.5%	0.0%	-66.5%	73.6%	0.0%	-73.6%	5.4	n/a	n/a
139	4670 MAY	7	51	124	73	47.9%	42.7%	-5.2%	54.9%	51.8%	-3.1%	6.7	8.0	1.3
140	7190 MELODY	7	65	48	-17	49.2%	16.7%	-32.5%	49.2%	56.1%	6.9%	6.5	8.5	2.0
141	5050 NASH	7	105	168	63	67.0%	44.6%	-22.4%	0.0%	50.6%	50.6%	n/a	7.4	n/a
142	7140 ROENTGEN HD/VC C	7	160	60	-100	91.9%	96.7%	4.8%	76.7%	62.1%	-14.6%	n/a	5.3	n/a
143	6000 SPENCER	7	86		-86	79.5%	0.0%	-79.5%	57.2%	0.0%	-57.2%	5.9	n/a	n/a
144	8020 BETHUNE	8	74	78	4	69.0%	52.6%	-16.4%	71.6%	62.7%	-8.9%	5.7	7.5	1.8
145	2540 BURROUGHS	8	44	23	-21	17.1%	26.1%	9.0%	27.4%	34.5%	7.1%	8.0	8.6	0.6
146	2740 CHALMERS	8	55	47	-8	79.6%	72.3%	-7.3%	76.4%	74.1%	-2.3%	5.9	7.0	1.1
147	7610 COOPER UPP	8	302	329	27	63.4%	33.4%	-30.0%	33.9%	45.0%	11.1%	5.9	8.2	2.3
148	2970 DAVIS	8	53	60	7	22.0%	23.3%	1.3%	15.7%	23.7%	8.1%	8.2	8.3	0.1
149	3260 EVERETT	8	27	42	15	22.2%	14.3%	-7.9%	27.1%	20.6%	-6.5%	7.6	9.3	1.7
150	3690 GUNSAULUS ACDMY	8	42	38	-4	15.0%	18.4%	3.4%	10.8%	33.6%	22.8%	8.6	9.2	0.6
151	3900 HEDGES	8	31	51	20	25.8%	37.3%	11.5%	22.0%	33.6%	11.6%	7.6	8.0	0.4
152	3980 HESS UPPER GRADE *	8	303		-303	69.8%	0.0%	-69.8%	81.9%	0.0%	-81.9%	5.5	n/a	n/a
153	4520 LONGFELLOW *	8	38		-38	43.2%	0.0%	-43.2%	29.4%	0.0%	-29.4%	6.8	n/a	n/a
154	5430 PICKARD	8	58	68	10	45.5%	47.1%	1.6%	30.3%	39.5%	9.2%	6.4	7.4	1.0
155	5450 PLAMONDON	8	16	21	5	28.6%	42.9%	14.3%	38.3%	64.5%	26.2%	6.9	7.6	0.7
156	5480 POPE	8	35	33	-2	54.5%	51.5%	-3.0%	57.6%	80.1%	22.5%	6.4	7.6	1.2
157	5860 SHEPHARD *	8	36		-36	50.0%	0.0%	-50.0%	70.5%	0.0%	-70.5%	6.5	n/a	n/a
158	5910 SHIELDS	8	53	63	10	28.6%	30.2%	1.6%	15.4%	19.6%	4.2%	8.0	8.6	0.6
159	6020 SPRY *	8	93	97	4	47.7%	56.7%	9.0%	31.8%	50.2%	18.4%	6.3	6.9	0.6
160	7940 W GARFIELD PK *	8	202		-202	65.8%	0.0%	-65.8%	72.4%	0.0%	-72.4%	5.7	n/a	n/a
161	2400 BROWN	9	65	40	-25	33.8%	80.0%	46.2%	62.1%	75.1%	13.0%	6.8	7.1	0.3
162	6610 CALHOUN NO.	9	33	55	22	51.6%	43.6%	-8.0%	67.2%	59.8%	-7.4%	5.7	7.6	1.9
163	6730 CATHER	9	49	34	-15	70.2%	20.6%	-49.6%	67.3%	60.9%	-6.4%	5.8	7.8	2.0
164	6740 DETT	9	37	41	4	22.2%	61.0%	38.8%	91.9%	83.8%	-8.1%	6.3	7.9	1.6
165	3050 DODGE	9	40	50	10	51.3%	52.0%	0.7%	52.2%	75.3%	23.1%	5.3	7.5	2.2
166	4640 FARADAY	9	88	85	-3	42.5%	40.0%	-2.5%	66.5%	64.5%	-2.0%	6.8	7.8	1.0
167	3540 GLADSTONE	9	54	43	-11	24.5%	39.5%	15.0%	65.8%	70.8%	5.0%	7.4	8.0	0.6
168	3610 GRANT	9	109	104	-5	18.4%	51.0%	32.6%	88.0%	80.1%	-7.9%	7.1	7.2	0.1
169	3950 HERBERT	9	38	42	4	32.4%	47.6%	15.2%	62.7%	59.9%	-2.8%	7.3	7.6	0.3
170	4140 IRVING	9	27	39	12	48.1%	35.9%	-12.2%	42.6%	43.4%	0.8%	6.1	8.3	2.2
171	4790 JACKSON	9	10	32	22	30.0%	6.3%	-23.7%	26.9%	50.2%	23.3%	6.8	9.1	2.3
172	4190 JEFFERSON	9	22	38	16	18.2%	36.8%	18.6%	45.8%	49.3%	3.5%	7.2	8.5	1.3
173	6920 JENSEN	9	43	64	21	60.0%	15.6%	-44.4%	83.3%	61.8%	-21.5%	6.0	8.4	2.4
174	4310 KING	9	64	20	-44	66.1%	5.0%	-61.1%	66.8%	68.0%	1.2%	5.6	8.5	2.9
175	7270 MCKINLEY HD/VC C	9	165	99	-66	51.9%	96.0%	44.1%	44.9%	76.5%	31.6%	n/a	5.6	n/a
176	4820 MEDILL INT/UPP	9	103	88	-15	41.2%	58.0%	16.8%	84.9%	80.4%	-4.5%	5.8	7.2	1.4
177	4860 MONTEFIORE -O	9	20		-20	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	n/a	n/a	n/a
178	5620 RIIS	9	34	39	5	14.7%	43.6%	28.9%	64.4%	63.6%	-0.8%	7.3	8.2	0.9
179	7814 SIMPSON LIV CTR	9	16		-16	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	n/a	n/a	n/a
180	5940 SKINNER	9	25		-25	47.6%	0.0%	-47.6%	19.3%	0.0%	-19.3%	6.4	n/a	n/a
181	5970 SMYTH	9	66	85	19	44.4%	57.6%	13.2%	89.0%	77.8%	-11.2%	6.2	6.9	0.7
182	5990 SPALDING ELM HAND	9	10		-10	-6.0%	0.0%	6.0%	0.0%	0.0%	0.0%	n/a	n/a	n/a
183	6090 SUDER	9	56	39	-17	64.3%	48.7%	-15.6%	85.4%	88.4%	3.0%	5.3	7.6	2.3
184	2420 BRYANT *	10	53		-53	75.5%	0.0%	-75.5%	63.4%	0.0%	-63.4%	5.4	n/a	n/a
185	2510 BURNS	10	78	165	87	42.7%	33.3%	-9.4%	17.3%	43.0%	25.7%	7.2	8.2	1.0
186	2910 CORKERY	10	65	98	33	45.9%	34.7%	-11.2%	49.8%	43.4%	-6.4%	7.1	8.5	1.4
187	2940 CROWN COMM ACDMY	10	60	98	38	60.3%	31.6%	-28.7%	0.0%	53.6%	53.6%	n/a	8.4	n/a
188	6760 DVORAK	10	66	79	13	67.7%	34.2%	-33.5%	50.5%	56.3%	5.8%	5.8	8.2	2.4
189	7780 FRAZIER	10	58	57	-1	61.4%	56.1%	-5.3%	62.3%	72.2%	9.9%	5.4	7.1	1.7
190	3520 GARY	10	58	156	98	47.4%	41.0%	-6.4%	13.7%	33.8%	20.1%	6.6	8.3	1.7
191	3660 GREGORY	10	84	78	-6	59.8%	50.0%	-9.8%	69.1%	66.3%	-2.8%	5.6	7.8	2.2
192	6570 HENSON	10	46	41	-5	65.9%	73.2%	7.3%	66.3%	59.8%	-6.5%	6.0	7.0	1.0
193	3970 HERZL	10	89	92	3	71.3%	40.2%	-31.1%	79.5%	67.6%	-11.9%	5.6	7.4	1.8
194	7200 LAWLESS UPPER *	10	139		-139	44.9%	0.0%	-44.9%	61.8%	0.0%	-61.8%	6.4	n/a	n/a
195	4660 MASON	10	159	139	-20	54.8%	16.5%	-38.3%	61.5%	61.8%	0.3%	6.2	7.4	1.2
196	4720 MCCORMICK	10	63	110	47	62.3%	33.3%	-29.0%	24.3%	0.0%	-24.3%	6.6	n/a	n/a
197	6930 PADEREWSKI	10	46	56	10	54.3%	37.5%	-16.8%	0.0%	62.9%	62.9%	6.2	8.2	2.0
198	5370 PENN	10	89	87	-2	51.2%	36.8%	-14.4%	0.0%	63.4%	63.4%	6.6	7.5	0.9
199	6110 SUMNER	10	91	71	-20	65.9%	47.9%	-18.0%	54.1%	58.9%	4.8%	6.1	7.4	1.3
200	6380 WEBSTER	10	41	59	18	56.1%	44.1%	-12.0%	60.3%	55.0%	-5.3%	6.0	7.8	1.8
201	6440 WHITNEY	10	46	118	72	39.0%	36.4%	-2.6%	0.0%	31.3%	31.3%	n/a	8.2	n/a

Table A-8:
Change in School Characteristics, 1978 to 1986

	UNIT	SCHOOL	DIST	1977-78 ENROLL-MENT GRADE 8	1985-86 GRADE 8 ENROLLED & TESTED	CHANGE IN ENROLLED & TESTED	BELOW NORMAL READING			PERCENT LOW INCOME			MEDIAN READING SCORES		
							Percent Stanine 1 - 3	Percent Lowest Quartile	Change 1978-86	1978	1986	Change 1978-86	GRADE 8 1978	GRADE 8 1986	Change 1978-86
202	2010	ABBOTT	11	47	42	-5	53.3%	52.4%	-0.9%	78.3%	70.7%	-7.6%	5.7	7.6	1.9
203	2070	ARMOUR	11	31	49	18	53.6%	40.8%	-12.8%	38.5%	45.8%	7.3%	6.2	8.0	1.8
204	2100	ATTUCKS	11	84	60	-24	61.4%	53.3%	-8.1%	98.8%	90.9%	-7.9%	6.3	7.6	1.3
205	6790	DONOGHUE	11	145	30	-115	49.6%	36.7%	-12.9%	73.0%	74.3%	1.3%	6.3	8.1	1.8
206	3070	DOOLITTLE INT/UPP	11	131	142	11	50.0%	48.6%	-1.4%	74.2%	72.3%	-1.9%	6.2	7.4	1.2
207	3090	DOUGLAS	11	167	98	-69	68.1%	62.2%	-5.9%	57.7%	52.5%	-5.2%	5.7	7.2	1.5
208	3100	DRAKE ED/VOC CTR	11	48		-48	68.9%	0.0%	-68.9%	57.0%	47.4%	-9.6%	6.0	7.8	1.8
209	7030	DRAKE EVGC	11	92	60	-32	98.9%	100.0%	1.1%	98.0%	64.9%	-33.1%	n/a	5.4	n/a
210	8080	DRAKE, SO COMMON *	11	26		-26	32.0%	0.0%	-32.0%	14.5%	0.0%	-14.5%	7.5	n/a	n/a
211	3650	GREENE	11	22	42	20	27.3%	40.5%	13.2%	29.0%	29.1%	0.1%	7.4	8.2	0.8
212	3700	HAINES	11	64	83	19	24.1%	51.8%	27.8%	59.6%	56.2%	-3.4%	7.2	7.4	0.2
213	3880	HEALY	11	52	86	34	36.0%	17.4%	-18.6%	25.8%	29.4%	3.6%	7.3	9.1	1.8
214	4020	HOLDEN	11	28	86	58	65.4%	17.4%	-48.0%	34.5%	28.8%	-5.7%	6.8	7.8	1.0
215	4220	JUDD *	11	17		-17	41.2%	0.0%	-41.2%	50.7%	0.0%	-50.7%	7.3	n/a	n/a
216	5140	OAKLAND *	11	34		-34	41.9%	0.0%	-41.9%	0.0%	0.0%	0.0%	n/a	n/a	n/a
217	5400	PERSHING MAG	11	18	27	9	0.0%	3.7%	3.7%	4.8%	50.2%	45.4%	9.9	9.7	-0.2
218	6330	WARD	11	23	24	1	45.0%	37.5%	-7.5%	32.4%	19.4%	-13.0%	7.3	8.4	1.1
219	6490	WILLIAMS	11	94	76	-18	65.6%	47.4%	-18.2%	99.6%	85.3%	-14.3%	5.7	7.8	2.1
220	5750	BONTEMPS	12	75	82	7	72.9%	35.4%	-37.5%	62.5%	66.6%	4.1%	5.5	7.6	2.1
221	2780	CHRISTOPHER	12	12		-12	66.7%	0.0%	-66.7%	0.0%	0.0%	0.0%	n/a	n/a	n/a
222	2900	COPERNICUS	12	55	64	9	34.0%	57.8%	23.8%	56.8%	76.4%	19.6%	7.1	7.0	-0.1
223	3080	DORE	12	25	26	1	20.0%	19.2%	-0.8%	0.5%	15.9%	15.4%	8.5	8.4	-0.1
224	3081	DORE BR	12	20		-20	10.0%	0.0%	-10.0%	0.0%	0.0%	0.0%	n/a	n/a	n/a
225	3200	EDWARDS	12	62	81	19	15.3%	18.5%	3.2%	7.2%	16.1%	8.9%	8.5	9.0	0.5
226	3681	FLEMING BR	12	19	19	0	11.1%	10.5%	-0.6%	0.0%	22.8%	22.8%	n/a	9.3	n/a
227	3450	FULTON	12	80	121	41	45.2%	50.4%	5.2%	22.1%	40.5%	18.4%	6.8	7.6	0.8
228	3710	HALE	12	63	62	-1	5.4%	17.7%	12.3%	4.9%	8.2%	3.3%	9.9	9.4	-0.5
229	3890	HEARST	12	132	77	-55	53.0%	36.4%	-16.6%	47.4%	49.9%	2.5%	6.4	8.2	1.8
230	3920	HENDERSON	12	106	78	-28	63.6%	35.9%	-27.7%	61.7%	47.1%	-14.6%	5.8	7.6	1.8
231	4340	KINZIE UPP *	12	120	30	-90	9.3%	16.7%	7.4%	11.2%	11.8%	0.6%	9.2	8.2	-1.0
232	4470	LIBBY	12	76	80	4	73.6%	53.7%	-19.9%	73.5%	55.6%	-17.9%	5.6	7.4	1.8
233	5090	NIGHTENGALE	12	52	86	34	27.5%	34.9%	7.4%	12.4%	11.3%	-1.1%	7.7	8.3	0.6
234	5310	PASTEUR	12	41	31	-10	5.1%	12.9%	7.8%	7.1%	13.3%	6.2%	8.3	9.0	0.7
235	5340	PECK	12	69	59	-10	14.7%	18.7%	4.0%	7.8%	13.4%	5.6%	9.3	9.0	-0.3
236	5710	SAWYER	12	48	42	-6	45.2%	26.2%	-19.0%	-1.0%	14.5%	15.5%	7.2	8.5	1.3
237	5890	SHERMAN	12	122	71	-51	62.2%	52.1%	-10.1%	63.7%	64.2%	0.5%	6.2	7.6	1.4
238	6220	TONTI	12	50	62	12	26.5%	29.0%	2.5%	8.6%	15.3%	6.7%	9.1	8.5	-0.6
239	6240	TWAIN	12	64	58	-6	8.2%	8.6%	0.4%	8.1%	8.7%	0.6%	9.1	9.0	-0.1
240	2210	BEALE UPP *	13	144	90	-54	41.4%	23.3%	-18.1%	54.7%	62.9%	8.2%	6.9	8.4	1.5
241	6540	BEETHOVEN	13	102	82	-20	64.6%	51.2%	-13.4%	71.5%	85.8%	14.3%	5.6	6.8	1.2
242	2840	COLMAN	13	106	83	-23	68.3%	57.8%	-10.5%	0.0%	72.7%	72.7%	n/a	7.6	n/a
243	8070	DYETT MIDDLE	13	464	267	-197	59.6%	29.2%	-30.4%	76.1%	67.3%	-8.8%	5.9	7.8	1.9
244	5280	F PARKMAN	13	47	47	0	59.1%	36.2%	-22.9%	0.0%	67.8%	67.8%	n/a	8.0	n/a
245	3300	FARREN	13	93	67	-26	34.8%	59.7%	24.9%	74.9%	77.8%	2.9%	6.9	7.2	0.3
246	3600	GRAHAM, A	13	34	53	19	32.4%	43.4%	11.0%	30.9%	37.6%	6.7%	7.3	8.3	1.0
247	3740	HAMLINE	13	34	76	42	44.8%	35.5%	-9.3%	22.9%	48.7%	25.8%	7.5	8.3	0.8
248	3790	HARTIGAN	13	84	72	-12	68.7%	43.1%	-25.6%	82.4%	74.6%	-7.8%	5.4	7.4	2.0
249	3930	HENDRICKS	13	62	29	-33	62.3%	24.1%	-38.2%	56.9%	50.7%	-6.1%	6.2	8.8	2.6
250	4130	HOPE COMM ACDMY	13	360	267	-93	60.2%	34.1%	-26.1%	72.8%	63.3%	-9.5%	5.8	8.2	2.4
251	6820	MCCORKLE	13	39	51	12	54.3%	66.7%	12.4%	80.7%	83.4%	2.7%	6.3	7.6	1.3
252	5650	ROSS	13	205	97	-108	46.7%	59.8%	13.1%	78.2%	77.1%	-1.1%	6.3	7.4	1.1
253	5820	SEWARD	13	75	95	20	51.5%	30.5%	-21.0%	22.0%	47.8%	25.9%	7.1	7.8	0.7
254	6840	TERRELL	13	94	56	-38	61.5%	57.1%	-4.4%	86.8%	77.9%	-8.9%	6.8	7.4	0.6
255	7811	BOUSFIELD SP	14	29		-29	69.6%	0.0%	-69.6%	0.0%	0.0%	0.0%	n/a	n/a	n/a
256	6890	DUMAS	14	61	50	-11	50.0%	26.0%	-24.0%	69.7%	60.1%	-9.6%	6.3	7.9	1.6
257	3310	FELSENTHAL *	14	52		-52	56.0%	0.0%	-56.0%	92.9%	0.0%	-92.9%	6.4	n/a	n/a
258	3320	FERMI	14	99	40	-59	33.3%	37.5%	4.2%	58.6%	61.8%	3.2%	7.2	8.1	0.9
259	3360	FISKE	14	45	36	-9	54.8%	38.9%	-15.9%	59.6%	69.4%	9.8%	6.9	8.0	1.1
260	3440	FULLER	14	46	51	5	30.2%	33.3%	3.1%	57.2%	69.0%	11.8%	n/a	8.0	n/a
261	3780	HARTE	14	73	29	-44	24.3%	10.3%	-14.0%	9.9%	10.8%	0.9%	9.2	9.3	0.1
262	4390	KOZMINSKI ACDMY	14	53	41	-12	49.0%	19.5%	-29.5%	30.9%	45.0%	14.1%	7.0	8.6	1.6
263	4740	MCCOSH	14	114	145	31	57.1%	42.8%	-14.3%	51.2%	55.5%	4.3%	6.6	7.4	0.8
264	6950	MOLLISON	14	30	45	15	26.7%	37.8%	11.1%	63.2%	66.3%	3.1%	6.7	7.3	0.6
265	7700	OAKENWALD SO.I/U	14	123	72	-51	66.7%	56.9%	-9.8%	81.9%	76.7%	-5.2%	5.7	7.4	1.7

Table A-8:
Change in School Characteristics, 1978 to 1986

UNIT	SCHOOL	DIST	1977-78 ENROLL-MENT GRADE 8	1985-86 GRADE 8 ENROLLED & TESTED	CHANGE IN ENROLLED & TESTED	BELOW NORMAL READING Percent Stanine 1 - 3	BELOW NORMAL READING Percent Lowest Quartile	BELOW NORMAL READING Change 1978-86	PERCENT LOW INCOME 1978	PERCENT LOW INCOME 1986	PERCENT LOW INCOME Change 1978-86	MEDIAN READING SCORES GRADE 8 1978	MEDIAN READING SCORES GRADE 8 1986	MEDIAN READING SCORES Change 1978-86
266 6810	PRICE	14	59	77	18	44.1%	36.4%	-7.7%	62.2%	76.7%	14.5%	5.7	8.0	2.3
267 5560	RAY	14	48	48	0	19.6%	10.4%	-9.2%	11.0%	12.5%	1.5%	10.4	10.4	0.0
268 5810	SCOTT *	14	54		-54	50.0%	0.0%	-50.0%	68.3%	0.0%	-68.3%	6.5	n/a	n/a
269 5830	SEXTON	14	102	60	-42	42.2%	31.7%	-10.5%	-1.0%	67.6%	68.6%	n/a	8.0	n/a
270 5850	SHAKESPEARE	14	30	28	-2	40.0%	39.3%	-0.7%	84.5%	67.5%	-17.0%	6.8	7.9	1.1
271 7813	TUBMAN LIV CTR	14	20		-20	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	n/a	n/a	n/a
272 7730	WADSWORTH *	14	71	61	-10	60.9%	54.1%	-6.8%	75.6%	61.3%	-14.3%	5.7	6.8	1.1
273 4260	WIRTH EXPER	14	87	115	28	30.1%	4.3%	-25.8%	25.6%	20.1%	-5.5%	8.0	9.3	1.3
274 7750	WOODSON NO.	14	109	113	4	60.0%	55.8%	-4.2%	100.0%	77.7%	-22.3%	5.9	7.6	1.7
275 3380	WOODSON STURGIS EVOC	14	42		-42	97.5%	0.0%	-97.5%	0.0%	0.0%	0.0%	n/a	n/a	n/a
276 2050	ALTGELD	15	123	106	-17	47.0%	32.1%	-14.9%	51.5%	63.4%	11.9%	6.5	8.0	1.5
277 2170	BARTON	15	147	124	-23	38.3%	35.5%	-2.8%	44.2%	37.6%	-6.6%	6.8	8.3	1.5
278 6830	BUNCHE	15	71	75	4	75.0%	32.0%	-43.0%	52.3%	55.5%	3.2%	5.9	7.8	1.9
279 2650	CARROLL	15	47	44	-3	8.5%	13.6%	5.1%	3.5%	2.7%	-0.8%	9.8	9.2	-0.6
280 2980	DAWES	15	94	68	-26	5.4%	19.1%	13.7%	3.1%	7.5%	4.4%	9.3	8.8	-0.5
281 3130	EARLE	15	149	82	-67	66.9%	40.2%	-26.7%	65.8%	63.1%	-2.7%	5.7	7.7	2.0
282 3140	EBERHART	15	57	59	2	19.3%	13.6%	-5.7%	6.3%	9.1%	2.8%	9.2	8.8	-0.4
283 3430	FOSTER PARK	15	134	87	-47	42.2%	33.3%	-8.9%	33.5%	33.8%	0.3%	6.8	8.2	1.4
284 4120	HURLEY	15	33	49	16	6.1%	26.5%	20.4%	9.6%	4.2%	-5.4%	9.0	9.3	0.3
285 2330	JOPLIN	15	94	88	-6	51.7%	18.2%	-33.5%	33.9%	39.9%	6.0%	6.7	8.9	2.2
286 7170	LEE	15	27	25	-2	42.3%	8.0%	-34.3%	4.4%	9.1%	4.7%	8.3	9.5	1.2
287 4620	MARQUETTE	15	54	80	26	25.5%	16.2%	-9.3%	12.4%	22.7%	10.3%	8.4	9.1	0.7
288 4760	MCKAY	15	47	66	19	37.0%	21.2%	-15.8%	14.6%	15.0%	0.4%	7.4	8.3	0.9
289 4880	MORRILL	15	76	95	19	33.3%	27.4%	-5.9%	14.0%	14.3%	0.3%	8.0	8.6	0.6
290 5230	O'TOOLE	15	156	128	-28	71.1%	34.4%	-36.7%	54.4%	50.7%	-3.7%	5.3	8.2	2.9
291 5240	OWEN	15	19	18	-1	27.8%	38.9%	11.1%	1.7%	4.6%	2.9%	8.8	7.1	-1.7
292 6030	STEVENSON	15	95	61	-34	6.3%	19.7%	13.4%	5.3%	8.3%	3.0%	9.4	8.3	-1.1
293 6550	BOND	16	72	53	-19	49.2%	32.1%	-17.1%	57.4%	53.2%	-4.2%	6.4	8.2	1.8
294 4460	CHAPMAN *	16	69		-69	58.3%	0.0%	-58.3%	0.0%	0.0%	0.0%	n/a	n/a	n/a
295 2860	COOK	16	163	113	-50	23.3%	39.8%	16.5%	38.4%	51.3%	12.9%	7.6	8.3	0.7
296 5270	F PARKER CMM ACY	16	72	47	-25	51.4%	29.8%	-21.6%	0.0%	58.9%	58.9%	n/a	8.8	n/a
297 7080	GERSHWIN	16	77	72	-5	20.5%	30.6%	10.1%	72.4%	69.2%	-3.2%	7.0	8.3	1.3
298 5160	GOETHALS ED/VOC C	16	147	233	86	80.6%	76.0%	-4.6%	44.7%	56.8%	12.1%	n/a	6.5	n/a
299 7050	GUGGENHEIM	16	76	44	-32	46.3%	18.2%	-28.1%	57.1%	52.4%	-4.7%	6.4	8.6	2.2
300 4040	HOOKWAY *	16	59		-59	40.7%	0.0%	-40.7%	36.6%	0.0%	-36.6%	7.4	n/a	n/a
301 6580	LOW UPP/MIDD	16	183	101	-82	42.7%	30.7%	-12.0%	66.6%	68.8%	2.2%	6.8	7.8	1.0
302 6870	REED	16	66	88	22	27.4%	28.4%	1.0%	63.4%	59.8%	-3.6%	7.0	8.8	1.8
303 7760	STAGG	16	169	92	-77	34.9%	35.9%	1.0%	50.3%	46.4%	-3.8%	6.5	8.2	1.7
304 6390	WENTWORTH	16	76	120	44	15.8%	23.3%	7.5%	62.4%	52.3%	-10.1%	7.5	8.5	1.0
305 7260	WESCOTT	16	56	58	2	40.4%	8.6%	-31.8%	64.1%	50.9%	-13.2%	6.6	8.8	2.2
306 2130	AVALON PARK	17	102	87	-15	33.3%	3.0%	-30.3%	32.5%	43.8%	11.3%	7.3	8.2	0.9
307 2340	BRADWELL	17	107	141	34	47.1%	31.2%	-15.9%	58.5%	50.0%	-8.5%	6.7	7.6	0.9
308 2430	BRYN MAWR	17	193	265	72	33.5%	28.7%	-4.8%	52.1%	44.1%	-8.0%	7.4	8.2	0.8
309 2580	CALDWELL	17	113	81	-32	27.9%	17.3%	-10.6%	30.9%	24.8%	-6.1%	8.0	8.6	0.6
310 2830	COLES	17	103	83	-20	59.2%	22.9%	-36.3%	36.9%	35.0%	-1.9%	6.3	8.0	1.7
311 2920	CORNELL *	17	81		-81	48.1%	0.0%	-48.1%	63.9%	0.0%	-63.9%	6.6	n/a	n/a
312 3010	DENEEN	17	89	103	14	31.5%	40.8%	9.3%	43.3%	39.2%	-4.1%	6.9	7.4	0.5
313 3040	DIXON	17	130	156	26	20.3%	14.1%	-6.2%	20.7%	23.6%	2.9%	7.9	9.0	1.1
314 4570	MADISON -O	17	96	69	-27	48.9%	34.8%	-14.1%	53.5%	58.4%	4.9%	6.7	8.6	1.9
315 4610	MANN	17	149	105	-44	43.1%	22.9%	-20.2%	34.9%	33.4%	-1.5%	6.9	8.3	1.4
316 5060	NEIL	17	10	12	2	-6.0%	16.7%	22.7%	16.9%	32.3%	15.4%	n/a	9.0	n/a
317 5180	O'KEEFE	17	108	74	-34	64.0%	24.3%	-39.7%	55.4%	51.3%	-4.1%	6.4	8.0	1.6
318 5290	PARK MANOR	17	50	46	-4	36.7%	30.4%	-6.3%	54.2%	52.1%	-2.1%	6.8	8.1	1.3
319 5300	PARKSIDE CMM ACY	17	54	83	29	55.1%	37.3%	-17.8%	64.1%	52.5%	-11.6%	6.5	7.8	1.3
320 7010	POWELL	17	58	58	0	47.4%	12.1%	-35.3%	57.7%	51.6%	-6.1%	6.4	8.6	2.2
321 5610	REVERE	17	71	55	-16	25.0%	50.9%	25.9%	57.9%	56.5%	-1.4%	7.3	7.4	0.1
322 5660	RUGGLES	17	68	80	12	24.2%	26.2%	2.0%	28.3%	34.3%	6.0%	7.4	8.3	0.9
323 6900	SBARBARO	17	68	79	11	42.2%	36.7%	-5.5%	44.9%	53.8%	8.9%	6.9	7.8	0.9
324 6100	SULLIVAN	17	69	60	-9	54.1%	33.3%	-20.8%	21.4%	37.9%	16.5%	6.0	8.5	2.5
325 2150	BARNARD	18	44	31	-13	46.3%	16.1%	-30.2%	25.2%	10.2%	-15.0%	6.3	9.1	2.8
326 2360	BRENAN	18	147	113	-34	51.4%	39.8%	-11.6%	64.2%	42.4%	-21.8%	6.4	7.5	1.1
327 2820	CLISSOLD	18	40	43	3	2.5%	0.0%	-2.5%	6.7%	2.0%	-4.7%	9.5	10.4	0.9
328 3250	ESMOND	18	140	59	-81	47.4%	30.5%	-16.9%	36.8%	41.4%	4.6%	6.6	9.0	2.4
329 7990	EVERS	18	79	52	-27	28.2%	25.0%	-3.2%	18.9%	23.3%	4.4%	7.7	8.5	0.8

Table A-8:
Change in School Characteristics, 1978 to 1986

	UNIT	SCHOOL	DIST	1977-78 ENROLL-MENT GRADE 8	1985-86 GRADE 8 ENROLLED & TESTED	CHANGE IN ENROLLED & TESTED	BELOW NORMAL READING Percent Stanine 1 - 3	Percent Lowest Quartile	Change 1978-86	PERCENT LOW INCOME 1978	1986	Change 1978-86	MEDIAN READING SCORES GRADE 8 1978	GRADE 8 1986	Change 1978-86
330	3330	FERNWOOD	18	81	40	-41	42.3%	22.5%	-19.8%	40.4%	44.3%	3.9%	6.8	8.4	1.6
331	3400	FORT DEARBORN	18	120	100	-20	42.6%	22.0%	-20.6%	31.5%	35.7%	4.2%	6.8	8.2	1.4
332	5420	GARVEY	18	79	86	7	31.2%	26.7%	-4.5%	24.9%	32.1%	7.2%	7.7	8.0	0.3
333	4410	GREEN	18	75	55	-20	47.3%	34.5%	-12.8%	31.3%	32.8%	1.5%	7.0	8.0	1.0
334	3670	GRESHAM	18	78	58	-20	24.7%	32.8%	8.1%	38.0%	46.7%	8.7%	7.4	8.4	1.0
335	7210	HIGGINS CMM ACDY	18	71	57	-14	55.1%	33.3%	-21.8%	38.3%	65.5%	27.3%	6.2	8.2	2.0
336	8090	JACKSON, M	18	83	66	-17	26.3%	18.2%	-8.1%	31.4%	40.5%	9.1%	6.7	7.9	1.2
337	4240	KELLOGG	18	19	31	12	21.1%	3.2%	-17.9%	10.9%	0.8%	-10.1%	9.4	9.7	0.3
338	4350	KIPLING	18	48	32	-16	29.2%	12.5%	-16.7%	21.1%	19.7%	-1.4%	7.5	9.1	1.6
339	4830	MORGAN	18	80	64	-16	57.7%	32.8%	-24.9%	46.1%	49.5%	3.4%	6.4	8.3	1.9
340	4940	MOUNT GREENWOOD	18	50	58	8	8.2%	0.0%	-8.2%	4.3%	5.4%	1.1%	9.4	9.4	0.0
341	4980	MOUNT VERNON	18	82	64	-18	46.8%	26.6%	-20.2%	21.0%	19.0%	-2.0%	6.7	7.8	1.1
342	5040	NANSEN	18	89	63	-26	45.9%	25.4%	-20.5%	22.0%	23.6%	1.6%	6.7	8.3	1.6
343	5670	RYDER	18	77	38	-39	37.0%	36.8%	-0.2%	42.4%	48.3%	5.9%	6.9	8.0	1.1
344	5930	SHOOP	18	127	116	-11	50.8%	33.6%	-17.2%	45.1%	43.0%	-2.1%	6.5	7.6	1.1
345	6120	SUTHERLAND	18	28	41	13	0.0%	7.0%	7.0%	1.8%	2.5%	0.7%	9.7	9.4	-0.3
346	6250	VANDERPOEL MAG	18	64	47	-17	37.1%	4.3%	-32.8%	28.7%	20.4%	-8.3%	7.1	9.4	2.3
347	6400	W. PULLMAN	18	180	108	-72	60.3%	38.0%	-22.3%	50.1%	44.6%	-5.4%	6.0	7.8	1.8
348	8030	WACKER	18	38	47	9	16.2%	10.6%	-5.6%	14.1%	9.3%	-4.8%	8.8	9.4	0.6
349	6420	WHISTLER	18	68	48	-20	49.2%	27.1%	-22.1%	26.5%	26.7%	0.2%	6.6	8.0	1.4
350	6402	WHITE BR. W PULLMAN	18	23	26	3	65.2%	15.4%	-49.8%	24.7%	25.7%	1.0%	6.3	8.5	2.2
351	2020	ADDAMS	19	50	32	-18	40.0%	12.5%	-27.5%	2.9%	14.2%	11.3%	8.2	9.3	1.1
352	2280	BENNETT	19	84	56	-28	26.8%	25.0%	-1.8%	0.0%	23.2%	23.2%	n/a	8.6	n/a
353	7860	BLACK MAG	19	34	37	3	11.8%	0.0%	-11.8%	33.5%	36.8%	3.3%	9.2	10.3	1.1
354	2390	BRIGHT	19	39	64	25	52.6%	34.4%	-18.2%	30.5%	45.4%	14.9%	7.2	8.1	0.9
355	2520	BURNSIDE ACDMY	19	69	68	-1	48.5%	25.0%	-23.5%	0.0%	40.6%	40.6%	n/a	8.6	n/a
356	3490	GALLISTEL LG ACY	19	65	56	-9	29.7%	17.9%	-11.8%	7.3%	24.7%	17.4%	7.7	8.6	0.9
357	7660	GILLESPIE UPPER *	19	114	82	-32	27.9%	20.7%	-7.2%	43.8%	41.9%	-1.9%	7.0	8.7	1.7
358	4550	LUELLA	19	160	113	-47	50.6%	27.4%	-23.2%	30.8%	36.2%	5.5%	6.8	8.2	1.4
359	4630	MARSH	19	26	38	12	32.0%	21.1%	-10.9%	8.0%	20.4%	12.4%	7.1	9.2	2.1
360	5380	PERRY	19	61	72	11	58.3%	34.7%	-23.6%	40.2%	48.4%	8.2%	6.2	8.1	1.9
361	5950	SCHMID	19	65	26	-39	53.8%	11.5%	-42.3%	22.5%	28.6%	6.1%	6.5	9.4	2.9
362	2281	SHEDD BR	19	30		-30	50.0%	0.0%	-50.0%	8.7%	0.0%	-8.7%	n/a	n/a	n/a
363	5880	SHERIDAN	19	132	186	54	48.7%	35.5%	-13.2%	17.9%	43.1%	25.2%	6.4	8.4	2.0
364	3870	SMITH	19	99	99	0	46.3%	18.2%	-28.1%	33.3%	34.0%	0.7%	6.7	8.8	2.1
365	6150	TAYLOR	19	29	48	19	17.2%	18.8%	1.6%	12.1%	36.8%	24.7%	9.0	9.5	0.5
366	6180	THORP	19	76	77	1	52.6%	36.4%	-16.2%	19.9%	60.5%	40.6%	8.6	7.8	-0.8
367	7630	THORP ED/VOC CTR	19	101	12	-89	94.0%	58.3%	-35.7%	36.3%	50.2%	14.0%	n/a	6.1	n/a
368	6350	WARREN	19	161	93	-68	52.3%	23.7%	-28.6%	20.3%	26.4%	6.1%	6.8	8.3	1.5
369	2700	CARVER MIDD	20	202	120	-82	54.0%	53.3%	-0.7%	63.4%	72.1%	8.7%	6.1	7.2	1.1
370	2790	CLAY	20	54	56	2	28.8%	14.3%	-14.5%	4.0%	18.6%	14.7%	8.7	8.1	-0.6
371	4100	CULLEN	20	43	22	-21	44.2%	9.1%	-35.1%	15.6%	22.6%	7.0%	6.9	8.7	1.8
372	3160	CURTIS	20	113	130	17	71.4%	42.3%	-29.1%	18.1%	47.4%	29.3%	5.7	7.4	1.7
373	8010	DUBOIS	20	77	43	-34	47.2%	16.3%	-30.9%	42.9%	44.1%	1.2%	6.9	8.2	1.3
374	6050	DUNNE	20	97	54	-43	38.9%	18.5%	-20.4%	26.2%	23.3%	-2.9%	7.1	8.6	1.5
375	3570	GOMPERS	20	98	82	-16	31.6%	28.0%	-3.6%	35.1%	31.9%	-3.2%	7.0	8.4	1.4
376	3580	GRISSOM	20	39	28	-11	5.3%	10.7%	5.4%	3.2%	10.9%	7.7%	9.2	8.6	-0.6
377	4360	KOHN	20	214	111	-103	41.5%	34.2%	-7.3%	38.7%	53.7%	15.0%	6.7	8.0	1.3
378	5530	PULLMAN	20	39	83	44	56.4%	38.6%	-17.8%	59.8%	44.1%	-15.7%	6.4	7.6	1.2
379	5740	SCANLAN	20	115	87	-28	61.6%	27.6%	-34.0%	59.2%	43.0%	-16.2%	6.0	7.8	1.8
380	6260	VON VLISSINGEN	20	185	115	-70	58.2%	42.6%	-15.6%	53.2%	56.6%	3.4%	6.0	7.8	1.8
381	6360	WASHINGTON SCH	20	58	56	-2	6.9%	8.9%	2.0%	1.4%	14.3%	12.9%	9.0	9.1	0.1

Table A-9:
Sending Patterns by District
Elementary Schools, 1978, Chicago Public Schools

Districts	NUMBER SCHOOLS	TOTAL SENT	AVERAGE SENT	# K-8	PERCENT K-8	TOTAL ENROLLED	DROPOUT RATE	AVERAGE HSs SENT	PERCENT BELOW NORMAL	PERCENT OVERAGE	PERCENT LOW INCOME	PERCENT WHITE	PERCENT BLACK	PERCENT HISPANIC	PERCENT OTHER
1	32	1,513	47	31	96.9%	1,512	28.1%	4	20.6%	13.0%	9.9%	80.8%	4.2%	8.8%	6.2%
2	19	1,251	66	17	89.5%	1,251	30.5%	7	34.4%	18.1%	20.6%	57.5%	11.1%	18.3%	14.8%
3	25	957	38	24	96.0%	958	46.7%	7	41.5%	22.9%	36.3%	35.6%	35.4%	25.1%	3.9%
4	17	912	54	16	94.1%	921	38.0%	7	37.2%	16.9%	20.7%	63.5%	26.3%	8.0%	2.2%
5	24	1,796	75	21	87.5%	1,798	46.7%	9	52.3%	27.6%	39.7%	28.4%	31.2%	38.7%	1.8%
6	16	1,211	76	10	62.5%	1,212	54.5%	7	63.5%	30.4%	33.6%	14.3%	11.2%	73.6%	0.9%
7	10	1,390	139	5	50.0%	1,390	48.1%	18	66.7%	25.6%	59.4%	0.2%	99.4%	0.4%	0.0%
8	17	1,463	86	13	76.5%	1,462	48.1%	8	55.7%	32.6%	51.3%	17.4%	48.9%	33.4%	0.3%
9	23	1,173	51	18	78.3%	1,174	51.7%	10	41.1%	30.3%	64.9%	1.6%	93.8%	4.4%	0.2%
10	18	1,332	74	13	72.2%	1,331	45.6%	13	56.5%	27.5%	44.3%	2.7%	80.2%	17.0%	0.1%
11	18	1,122	62	16	88.9%	1,123	46.2%	9	56.0%	27.3%	65.0%	8.2%	84.8%	4.4%	2.6%
12	20	1,289	64	19	95.0%	1,291	35.3%	7	37.7%	17.0%	31.2%	47.9%	43.5%	7.7%	0.9%
13	15	1,942	129	9	60.0%	1,943	48.1%	13	55.9%	28.6%	64.3%	2.9%	92.6%	4.5%	.0%
14	21	1,346	64	14	66.7%	1,347	44.4%	10	47.7%	21.0%	51.4%	3.9%	95.2%	0.3%	0.6%
15	17	1,359	80	17	100.0%	1,423	37.5%	9	41.1%	20.8%	32.3%	34.5%	62.6%	2.5%	0.4%
16	13	1,193	92	11	84.6%	1,285	48.5%	16	43.0%	41.3%	49.2%	0.0%	99.9%	.0%	0.1%
17	19	1,719	90	18	94.7%	1,719	39.2%	12	40.2%	21.2%	43.7%	0.5%	95.9%	3.6%	.0%
18	26	2,011	77	25	96.2%	2,010	36.2%	9	41.7%	21.7%	34.2%	7.0%	92.7%	0.7%	0.1%
19	18	1,362	76	14	77.8%	1,395	36.2%	8	47.8%	25.2%	23.3%	16.0%	68.7%	14.9%	0.5%
20	13	1,289	99	12	92.3%	1,334	39.5%	8	46.4%	25.0%	39.8%	10.6%	87.8%	1.4%	0.2%
Totals	381	27,630	73	323	84.8%	27,879	42.3%	9	46.5%	24.7%	41.1%	20.4%	65.0%	13.0%	1.6%
Type Districts															
Fringe (1,4,12,15)	86	5,073	59	83	96.5%	5,147	34.2%	7	33.4%	16.8%	23.2%	56.9%	33.8%	6.7%	2.6%
Lakefront (2,3,14)	65	3,554	55	55	84.6%	3,556	40.1%	8	41.4%	20.5%	36.5%	31.3%	49.5%	13.3%	6.5%
Inner City (5,6,7,8,9,10,11,13,16,17,18,19,20)	230	19,003	83	185	80.4%	19,176	44.8%	11	51.0%	27.6%	46.7%	8.7%	76.2%	14.7%	0.5%
By Geography															
North (1,2,3)	76	3,721	49	72	94.7%	3,721	33.7%	6	30.6%	17.2%	20.3%	61.3%	14.5%	16.2%	8.5%
Northwest (4,5,6)	57	3,919	69	47	82.5%	3,931	47.1%	8	52.3%	26.0%	33.4%	32.2%	23.9%	42.3%	1.6%
West (7,8,9,10)	68	5,358	79	49	72.1%	5,357	48.3%	12	55.6%	29.0%	54.6%	5.8%	79.6%	14.4%	0.1%
Southwest (12,15,18)	63	4,659	74	61	96.8%	4,724	36.3%	8	40.4%	20.1%	32.8%	26.3%	70.3%	3.2%	0.4%
Near South (11,13,14,16,17)	86	7,322	85	68	79.1%	7,417	45.1%	12	48.6%	27.3%	54.8%	2.9%	93.8%	2.8%	0.5%
Far South (19,20)	31	2,651	86	26	83.9%	2,729	37.8%	8	47.1%	25.1%	31.3%	13.4%	78.0%	8.3%	0.3%

Table A-10:
DROP OUT STUDY OF CHICAGO PUBLIC SCHOOLS
School Level Data - Class of 1982
SIX YEAR TIME FRAME

SCHOOL CHARACTERISTICS INCLUDING POVERTY RATE

RANK	UNIT #	SCHOOL NAME	DIST	TYPE	ENTERING FRESHMEN	DROPOUT RATE	RACE				OVER AGE	% BELOW NORMAL or w/o scores	1980 POVERTY RATE
							WHITE	BLACK	ASIAN	HISPANIC			
1	1150	Simeon Voc	16	Voc	484	34.1%	0.0%	100.0%	0.0%	0.0%	20.2%	24.2%	46.9%
2	1390	Hyde Park	14	Gen	724	37.6%	0.0%	100.0%	0.0%	0.0%	15.5%	42.3%	55.0%
3	1040	Flower Voc	7	Voc	200	42.6%	0.0%	100.0%	0.0%	0.0%	19.1%	62.0%	68.6%
4	1380	Hirsh	17	Gen	359	45.7%	0.0%	100.0%	0.0%	0.0%	35.4%	62.7%	42.0%
5	1850	Carver	20	Gen	616	48.4%	0.0%	100.0%	0.0%	0.0%	31.0%	54.9%	51.1%
6	1250	Calumet	16	Gen	752	53.4%	0.0%	100.0%	0.0%	0.0%	37.2%	63.7%	38.1%
7	1050	Near No. Career Magn	3	Voc	87	59.7%	0.0%	100.0%	0.0%	0.0%	38.4%	72.4%	80.9%
8	1270	Crane	9	Gen	628	62.6%	0.0%	100.0%	0.0%	0.0%	37.6%	59.7%	73.2%
9	1280	DuSable	13	Gen	632	58.5%	0.0%	99.8%	0.0%	0.0%	36.8%	72.3%	77.9%
10	1870	Julian	18	Gen	573	32.5%	0.0%	99.8%	0.0%	0.2%	17.5%	43.5%	34.5%
11	1460	Manley	8	Gen	573	53.2%	0.0%	99.8%	0.0%	0.2%	36.4%	80.3%	65.0%
12	1360	Harper	15	Gen	457	53.6%	0.0%	99.8%	0.0%	0.2%	35.2%	78.8%	53.0%
13	1880	Collins	8	Gen	440	48.1%	0.0%	99.8%	0.0%	0.0%	33.4%	73.9%	65.8%
14	1160	Westinghouse Voc	7	Voc	433	22.1%	0.2%	99.8%	0.0%	0.0%	13.0%	15.0%	64.0%
15	1350	Harlan	19	Gen	696	43.6%	0.1%	99.7%	0.0%	0.1%	26.3%	61.6%	31.1%
16	1860	Corliss	20	Gen	621	33.6%	0.0%	99.7%	0.0%	0.0%	15.3%	44.3%	35.4%
17	1030	Dunbar Voc	11	Voc	608	28.0%	0.0%	99.7%	0.0%	0.2%	11.3%	17.1%	67.5%
18	1220	Austin	7	Gen	882	62.1%	0.1%	99.7%	0.0%	0.2%	27.4%	81.6%	54.2%
19	1470	Marshall	9	Gen	546	57.3%	0.0%	99.6%	0.0%	0.0%	36.6%	77.8%	62.6%
20	1550	South Shore	17	Gen	723	53.3%	0.0%	99.6%	0.0%	0.1%	23.9%	62.0%	43.0%
21	1320	Robeson	16	Gen	658	57.4%	0.3%	99.5%	0.0%	0.0%	50.2%	55.9%	58.8%
22	1510	Phillips	11	Gen	858	57.4%	0.1%	99.5%	0.0%	0.3%	38.2%	76.5%	69.9%
23	1010	Chicago Voc.	11	Voc	1,031	27.1%	0.0%	99.5%	0.0%	0.5%	9.5%	14.7%	39.5%
24	1760	King,M.L.	14	Gen	454	50.2%	0.7%	99.3%	0.0%	0.0%	34.0%	72.0%	71.4%
25	1310	Fenger	20	Gen	558	56.3%	0.2%	99.1%	0.0%	0.7%	29.7%	73.1%	35.8%
26	1020	Cregier Voc	9	Voc	217	54.8%	0.9%	99.1%	0.0%	0.0%	40.3%	67.3%	64.4%
27	1680	Englewood	16	Gen	594	53.5%	0.0%	99.0%	0.0%	0.2%	40.2%	65.2%	62.3%
28	1450	Lindblom	15	Tech	616	22.0%	0.2%	95.8%	3.7%	0.3%	4.9%	18.7%	39.7%
29	1300	Farragut	10	Gen	569	55.3%	0.9%	76.4%	0.2%	22.5%	32.4%	69.8%	44.4%
30	1590	Tilden	13	Gen	563	51.8%	10.1%	75.7%	0.2%	13.9%	31.7%	75.4%	56.3%
31	1710	Kenwood	14	Gen	516	19.4%	17.8%	72.9%	2.7%	1.6%	9.5%	29.7%	25.0%
32	1830	Orr	5	Gen	589	48.0%	3.1%	69.1%	0.8%	25.5%	30.5%	78.3%	48.5%
33	1620	Lincoln Park	3	Gen	274	49.4%	8.8%	65.7%	0.7%	23.0%	28.9%	63.5%	54.6%
34	1800	Metro, Chicago	11	Gen	48	40.0%	25.0%	64.6%	0.0%	8.3%	4.2%	8.3%	43.1%
35	1490	Morgan Park	18	Gen	469	27.1%	35.4%	63.1%	0.2%	0.6%	27.6%	39.2%	22.6%
36	1240	Bowen	19	Gen	773	47.7%	1.7%	58.7%	0.1%	38.7%	32.5%	69.1%	23.6%
37	1340	Gage Park	12	Gen	503	48.9%	38.9%	52.3%	0.8%	8.0%	18.3%	59.2%	36.2%
38	1810	Young	9	Gen	559	19.0%	27.5%	52.2%	5.5%	12.2%	7.9%	36.9%	36.4%
39	1370	Harrison +	8	Gen	322	47.3%	4.7%	37.3%	0.3%	57.1%	36.1%	69.3%	44.8%
40	1570	Sullivan	2	Gen	325	34.9%	43.7%	32.0%	9.5%	12.6%	22.5%	52.0%	18.1%
41	1640	Wells	6	Gen	569	55.6%	12.1%	25.8%	0.0%	61.7%	34.9%	69.2%	40.3%
42	1820	Curie	12	Gen	735	29.0%	57.3%	25.7%	1.1%	15.4%	15.6%	42.9%	17.2%
43	1420	Kennedy	12	Gen	370	29.5%	73.2%	24.6%	0.0%	2.2%	16.8%	30.5%	10.4%
44	1110	Richards Voc	11	Voc	182	33.3%	26.4%	23.6%	0.0%	46.2%	19.8%	44.0%	17.4%
45	1610	Von Steuben	1	Gen	346	30.8%	46.5%	22.8%	12.7%	17.3%	22.3%	47.4%	16.3%
46	1070	Prosser Voc	4	Voc	386	22.9%	54.7%	22.0%	1.3%	21.2%	8.3%	27.2%	26.5%
47	1540	Senn	2	Gen	597	42.4%	36.0%	19.6%	21.7%	21.7%	32.7%	70.2%	30.2%
48	1560	Steinmetz	4	Gen	524	35.0%	76.1%	15.1%	4.0%	4.0%	18.5%	42.6%	3.1%
49	1440	Lane	3	Tech	882	15.9%	64.9%	12.1%	11.9%	10.8%	2.7%	3.4%	14.4%
50	1430	Lakeview	3	Gen	452	52.1%	40.3%	11.1%	6.0%	41.2%	26.4%	56.4%	27.4%
51	1840	Clemente	6	Gen	1,067	56.1%	7.3%	10.8%	0.6%	81.1%	30.6%	73.7%	51.3%
52	1480	Mather	2	Gen	382	21.9%	74.3%	10.2%	11.5%	2.9%	14.9%	28.8%	5.1%
53	1580	Taft	1	Gen	509	18.2%	91.0%	6.7%	0.6%	1.8%	8.5%	21.0%	1.0%
54	1520	Roosevelt	1	Gen	435	50.4%	67.8%	6.4%	9.2%	15.4%	20.9%	47.8%	12.0%
55	1210	Amundsen	2	Gen	398	45.7%	74.9%	4.0%	7.5%	10.6%	26.4%	56.8%	11.4%
56	1530	Schurz	4	Gen	940	48.9%	61.3%	3.7%	2.7%	30.6%	23.8%	48.4%	19.7%
57	1670	Hubbard	15	Gen	341	40.4%	85.3%	2.9%	1.2%	9.7%	22.6%	32.0%	4.7%
58	1890	Juarez	8	Gen	508	50.9%	4.7%	1.8%	0.0%	92.1%	46.8%	75.0%	21.1%
59	1410	Kelvyn Park	5	Gen	347	44.4%	34.0%	1.2%	1.7%	62.8%	30.3%	60.8%	27.5%
60	1330	Foreman	4	Gen	311	37.6%	85.5%	1.0%	0.6%	12.2%	22.5%	43.1%	6.4%
61	1630	Washington	20	Gen	369	23.5%	83.5%	0.3%	0.8%	13.8%	19.8%	29.0%	4.2%
62	1230	Bogan	15	Gen	300	10.8%	95.7%	0.0%	0.3%	3.7%	19.3%	17.3%	9.0%
63	1400	Kelly	8	Gen	416	52.6%	73.1%	0.0%	1.0%	26.0%	22.4%	50.2%	15.4%

From: Dropouts From The Chicago Public Schools, April, 1985

CHICAGO PANEL ON PUBLIC SCHOOL POLICY AND FINANCE

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RESEARCH STUDIES COMPLETED

Budget Cuts at the Board of Education, *a five year look at spending and staffing changes following the 1979 fiscal crisis,* by Fred Hess and Anne Carlson Hallett, July 1982 (updated annually). **$4.00**

Class Coverage in the Chicago Public Schools, *a study of teacher absences and substitute coverage,* by Hannah Meara, Marilou Fallis and Anne Carlson Hallett, June 1983. **$3.00**

Teacher Transfers and Classroom Disruption, *a study of teacher reassignment practices and resulting classroom disruption,* by Fred Hess and Hannah Meara, January 1984. **$3.00**

Revenue Short Falls at the Chicago Board of Education: 1970-1984 *a 15-year analysis of revenue trends, adjusted for enrollment changes and inflation,* by James L. Greer and Fred Hess, June 1984 (updated annually). **$3.00**

Recreational Programs in a Time of Fiscal Constraint, *an analysis of programs supported by the Playground Fund Tax Rate,* by Fred Hess and Michael E. Davidson, January 1985. **$2.00**

Dropouts from the Chicago Public Schools, *an analysis of Dropout Rates for the high school Classes of 1982, 1983, and 1984, by individual schools, based on 100,000 student records,* by Fred Hess and Diana Lauber, April 1985. **$3.00**

What Are We Willing to Pay for School Reform?, *an analysis of all educational reform measures proposed for Illinois in 1985,* by F. Howard Nelson and Fred Hess, May 1985. **$7.00**

Chicagoans View Their Public Schools, *a public opinion survey initiated and conducted by an ad hoc committee of former members of the Board of Education and other educators, with the advice and logistical support of the Panel,* by Herbert J. Walberg and Fred Hess, June 1985. **$3.00**

Implementing Educational Reform in Illinois, *an analysis of the educational reform legislation passed in Illinois in July 1985, and historical levels of state funding for schools,* by F. Howard Nelson, Fred Hess, and Richard Yong, November 1985. **$4.00**

Who Gets Extra Staff, *a review of government funded programs in the Chicago public school system,* by James L. Greer and Fred Hess, May 1986. **$4.00**

School Budget Hearing Assessment, *an assessment of the Chicago Board of Education's implementation of school-based budgeting procedures mandated in 1985 by the Illinois legislature,* by Fred Hess, Diana Lauber, Carmen Vazquez, and Claudia Ingram, June 1986. **$3.00.**

Where's Room 185? How Schools Can Reduce Their Dropout Problem, *an ethnographic study of four matched pairs of high schools. Determines the school management factors affecting dropout rates,* by Fred Hess, Emily Wells, Carol Prindle, Beatrice Kaplan and Paul Liffman, December 1986, in two volumes. **First volume $5.00; second volume $10.00; set $14.00.**

1986-1987 Assessment of School Site Budgeting Practice of the Chicago Public Schools, *the second annual assessment showing the lack of significant implementation of this reform legislation,* by Diana Lauber and Fred Hess, June 1987. **$3.00.**

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